ED 405 450   AA 001 283

Resources in Education (RIE). Volume 32, Number 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 97
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 405 451   CE 060 620

Brandt, Joyce; Muhl, Jane
Evaluator Training Course. Program in Health Occupations Education.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Career and Vocational Education.
PUB DATE- 90
NOTE- 54p.; Document is typed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; Competence; Evaluation Methods; *Evaluators; Job Performance; Job Skills; *Nurses Aides; Personnel Evaluation; Postsecondary Education; Staff Development; *Student Evaluation; *Teacher Education; Trainers; *Vocational Evaluation
IDENTIFIERS- Iowa

This evaluator training course describes the purpose, evaluator qualifications, and workshop objectives. An outline of course content is provided. A technical bulletin, "Suggestions for Evaluating Student Clinical Performance," by Douglas R. Whitney, Marcia A. Whitney, and Johanna J. Jones, addresses the following: concepts of reliability and validity, creating a good setting for clinical evaluation, guidelines for developing items for clinical evaluation instruments, training raters and observers, gathering observations, scoring and grading observations, and use of instruments. Other contents include the following: a summary of differences between criterion- and

ED 405 469 CE 073 662

Donoghue, Janet
Moving on from Key Stage 4--the Challenge for FE. FEDA Paper.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Articulation (Education); *British National Curriculum; Case Studies; College School Cooperation; Cooperative Planning; Educational Cooperation; *Educational Needs; Educational Opportunities; Employment Qualifications; Foreign Countries; *Partnerships in Education; Postsecondary Education; Prior Learning; Secondary Education; *Vocational Education
IDENTIFIERS- *General National Vocational Qualif (England); *National Vocational Qualifications (England); United Kingdom

A study examined the practical issues involved in providing continuity/progression for students who had undertaken General National Vocational Qualifications (GNVQs) and National Vocational Qualifications (NVQs) programs at key stage 4 of the British National Curriculum, and who were moving on to further study in post-16 colleges. Data were gathered through a survey of colleges and local education authorities and case studies of 10 further education (FE) colleges that had established partnerships with schools. It was discovered that some schools offer GNVQ Part 1 or units of vocational qualifications as options along with the General Certificate of Secondary Education, whereas other schools offer the same qualifications in partnership with local FE colleges. Most partnership activities involving GNVQs/NVQs were prompted by the desire to improve opportunities for learners, enhance quality of provision, and improve learning progression from 14 to 19. Among the identified benefits of vocationally focused partnership activities for colleges were the following: higher profile for vocational courses; better information about students who move from school to college; higher recruitment rates; improved retention rates; and development of trust between colleges and partner schools. Issues for senior managers, program managers, and program team members were identified. (Contains 12 references.) (MN)

ED 405 470 CE 073 663

Dixon, Stella
Strategic Approaches to Processes, Culture and Structures.
PUB DATE- Feb 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; *College Programs; *Educational Change; Educational Quality; Foreign Countries; Models; Needs Assessment; Organizational Development; Position Papers; Postsecondary Education; Program Administration; *Strategic Planning; *Technical Institutes; Vocational Education
IDENTIFIERS- *Organizational Culture; *United Kingdom

Recent national policies and legislation have made it imperative for the United Kingdom's further education (FE) institutions to adopt strategic approaches to the management of quality, change, and organizational development. It is necessary that any strategic approach developed by an FE college integrate

ED 405 488 CE 073 700

Cumming, J. Joy, Ed.; van Kraayenoord, Christina E., Ed.
Adult Literacy and Numeracy: Assessing Change. Adult Literacy Research Network.
PUB DATE- 96
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Action Research; Adult Basic Education; *Adult Literacy; Adult Programs; Beginning Reading; Competence; Competency Based Education; Construct Validity; Criterion Referenced Tests; Educational Environment; Educational Strategies; *Evaluation Methods; Foreign Countries; *Literacy Education; *Numeracy; Outcomes of Education; Reading Tests; Research Proposals; *Student Evaluation; Transfer of Training; Urban Areas; Urban Education
IDENTIFIERS- *Australia

This document contains eight papers from an action research program to foster good practice in adult literacy provision and policy. "Introduction" (J. Joy Cumming, Christina E. van Kraayenoord) presents an overview of the action research project and individual reports. "Assessment: Making a Difference in Adult Literacy and Numeracy Learning" (J. Joy Cumming, Christina E. van Kraayenoord) summarizes the assessment issues presented at the project seminars. The following six papers present the outcomes of the individual research projects: "Assessment as an Ongoing Feature of the Learning Environment" (Catherine Doherty, Francis Mangubhai, Joan Shearer); "Filling in the Blanks: Construct Validity Issues in the Development of Assessment Tasks for Adult Literacy Students" (Ann Kelly); "Moderation of Competency-Based Assessment: Issues and Practice in Adult Literacy and Numeracy" (John Bailey et al.); "Let's Start Reading: The Field Trial of a Computer Program as an Aid in Adult Literacy Teaching" (Maureen Mortimer); "Who's Learning from Whom: A New Teacher Explores Literacy Assessment and Teaching Strategies in an Adult Urban Classroom" (Cherie de Pinna); and "Are Literacy and Numeracy Competencies Achieved by Newstart Clients Transferred to the Clients' Real-Life Context?" (Maureen Cooper, Susan Garside). The final paper, "Writing an Action Research Proposal" (Peter Mountney) describes the focus of the program's research proposal workshops. Contains 12 references. (MN)

ED 405 489 CE 073 702

Hamburg, Susan
NAWDP Job Developer's Marketing Kit for Employment & Training Programs.
PUB DATE- 95
NOTE- 83p.; A project of NAWDP's job development/marketing network.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Advertising; *Dislocated Workers; Employment Opportunities; *Employment Programs; Employment Services; Job Applicants; *Job Development; Job Placement; Job

ED 405 506 CE 073 753

Collaborative Lesson Plans.
SPONS. AGENCY- Virginia State Dept. of Community Colleges, Richmond.; Virginia State Dept. of Education, Richmond. Office of Vocational, Adult, and Employment Training Services.
PUB DATE- 96
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; Business Education; *Cooperative Planning; Economics; English Instruction; Fine Arts; Geography Instruction; Health Education; History Instruction; *Interdisciplinary Approach; Lesson Plans; Marketing; Mathematics Instruction; Physical Education; Science Instruction; Secondary Education; Second Language Instruction; Special Education; Student Evaluation; *Teacher Collaboration; Technology Education; Trade and Industrial Education; Vocational Education

This collection consists of 41 collaborative lesson plans developed by 99 Virginia teachers at 18 primarily High Schools that Work (HSTW) and tech prep sites. It is divided into three sections: career connection, community connection, and consumer connection. Two types of lesson descriptions which support HSTW key practices, and Virginia's Tech Prep goals appear in each section. "Features" detail the real-world connection, materials needed, activities, and evaluation method. "Ideas" present a brief description of the activity. Career Connection lessons are as follows: An Account to Remember; Getting Down to Business; Safety First; Sound Check; The American Dream; Blood Typing; Flower Show; Growing, Growing, Grown; Here's Looking at You; Inch by Inch; Newsplash; Paper Planes; Raising the Roof; Shampoo Analysis; Tell Me a Story; and Wild News. Community Connection contains the following lessons: Exploring Culture through Weddings; How an Epidemic Spreads; La Fete de Mardi Gras; Mining and the Environment; America the Beautiful; Art and Religion in India; Un Buen Negocio; Genetics; Human Population Growth Rates; Is There Life Out There?; A New Industry; and Picture This. Consumer Connection consists of these lessons: Building a Foundation; Emergency! Chemical Spill; If I Had Terminal Cancer; Is Your Soap a Good Antiseptic?; Avoiding the Charge; Carbon Dioxide Production and Metabolism; Healthy Choices; House Beautiful; Learning from the Ancient Past; Making the Right Decision; Metric Conversions to Spanish; What Is a Serving?; and You and Your Blood Pressure. An index lists lesson plans by content subject area. (YLB)

ED 405 507 CE 073 757

Flowers, James C.
Female Educators and Students Assess Gender Equity in Technology Education. A Survey of Women Involved in Technology Education.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Vocational, Adult, and Employment Training Services.
PUB DATE- 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

ED 405 526 CG 027 492

Maki, Dennis R.; Berven, Norman L.
Directory of Doctoral Study in Rehabilitation. Second Edition.
SPONS. AGENCY- American Association for Counseling and Development, Alexandria, VA.
PUB DATE- Mar 92
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Directories; *Doctoral Programs; Higher Education; *Rehabilitation Counseling

The purpose of this directory is to provide information to rehabilitation professionals and to prospective students who might be interested in pursuing doctoral study in rehabilitation. Doctoral programs are described in terms of degrees and majors offered, mission and strengths, faculty, application and admission requirements, curriculum, and positions held by graduates. Attempts were made to identify and contact all university programs offering doctoral study in rehabilitation. Program faculty were sometimes uncertain as to whether they actually provided doctoral study in rehabilitation. The uncertainties seemed to derive from situations where a rehabilitation emphasis or concentration might be available within a broader, more generic program or where a faculty member, perhaps in a Master's degree program in rehabilitation counseling, might sometimes supervise doctoral students within another program. It was left to the discretion of the faculty member as to whether the program should be included in this directory. Information was gathered through a three-phase survey. Thirty programs are listed. (JBJ)

ED 405 527 CG 027 547

Noldon, Denise F.; Sedlacek, William E.
Generational Differences in Academic and Social Attitudes of Entering Freshmen, 1974-1994. Research Report No. 4-95.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; Cohort Analysis; *College Freshmen; *Generation Gap; Higher Education; *Sex Differences; *Social Attitudes; Student Attitudes; Student Behavior

Two samples of entering college freshmen (at the University of Maryland, College Park) comprising two different generational cohorts (1976 cohort, n=1491; 1994 cohort, n=2516) were compared to determine the similarities and differences to attitudinal and behavioral items on a survey administered at a summer orientation program. The data were analyzed by gender and cohort year using chi-square and MANOVA. Results indicated gender differences in most items for both cohorts. Likert-type items were analyzed by gender and cohort and a significant cohort effect and gender effect were found, indicating a need to consider how current programs and services are prepared to meet the needs of current entering students and that gender differences be taken into consideration. (Author)

ED 405 528 CG 027 548

Kim, Sue H.; Sedlacek, William E.

ED 405 547 CS 012 726

Lippman, Marlo
Reading Aloud to Young Children and Their Reading Success in First Grade.
PUB DATE- May 97
NOTE- 27p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Reading; Early Experience; *Emergent Literacy; *Grade 1; Parent Participation; *Parent Role; Primary Education; Questionnaires; Reading Achievement; *Reading Aloud to Others; Reading Readiness; Reading Research; *Reading Skills
IDENTIFIERS- T Test

A study examined whether reading aloud to young children would have an effect on their reading success in first grade. Subjects, 45 first-grade students in Wood-Ridge, New Jersey, were given a questionnaire to be completed by their parents. The three first-grade teachers provided students reading aptitude scores, based on teacher observation and test scores from the MacMillan/McGraw-Hill "A New View" reading series. The questionnaires were returned on a voluntary basis with a response rate of 84.44%. Students were divided into two first-grade based upon whether they were rich or poor in their literacy experiences. A t-test was used to analyze the differences, if any, between the reading questionnaire/achievement of the samples. Results indicated that there was almost a 24-point difference between the mean grade achievement of the samples at the end of the second quarter and this difference was highly significant. There was no strong evidence however to support that reading to children at a young age would better help them succeed in first grade. (Contains 2 tables of data; related research, 25 references, and a sample letter and questionnaire are appended.) (CR)

ED 405 548 CS 012 727

Botwinick, Jill
Developing Musical/Rhythmic Intelligence To Improve Spelling Skills.
PUB DATE- May 97
NOTE- 62p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Grade 1; Instructional Innovation; *Learning Strategies; Listening Habits; *Music; Primary Education; *Spelling; *Spelling Instruction; *Student Improvement; Student Motivation
IDENTIFIERS- Edison Township Schools NJ

A study examined whether listening to any music or to a particular type of music would have an effect on the spelling scores of first-grade students. Subjects were 19 first graders from the Edison, New Jersey, public school district. The study hypothesis was that no significant difference would exist between scores on spelling tests of students when they listen to music just prior to receiving instruction in the spelling of phonetically generalized words, whether that music be classical music (Mozart), baroque music (Vivaldi), or symphonic music

ED 405 567 CS 012 755

Koskinen, Patricia S.; And Others
Book Access and Rereading with Audiotapes: Extending Literacy Learning into the Homes of Culturally and Linguistically Diverse Students. Reading Research Report No. 75.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *English Instruction; Parent Participation; Program Effectiveness; *Reading Achievement; *Reading Motivation; Reading Research; *Second Language Learning; *Talking Books
IDENTIFIERS- *Diversity (Student); Nonnative Speakers

With the rapidly increasing number of second-language learners in elementary school classrooms and the difficulty they are experiencing in learning to read, educators need to create literacy programs that are appropriate for children who speak English as a second language (ESL) as well as native English-speaking (NES) students. There is also a need to support literacy instruction in other contexts, especially in the home. A study investigated whether rereading at home is a significant supplement to the literacy instructional program of ESL and NES students. Of specific interest was exploring the impact of increased access to books and rereading with an audio model in children's reading achievement and motivation. For a 7-month period, 131 first graders in 12 classrooms participated in 1 of 3 treatment groups: (1) structured shared reading at school in a book-rich environment and daily rereading of books with audiotapes at home; (2) structured shared reading at school in a book-rich environment; or (3) unmodified school reading. Results revealed enhanced comprehension and motivation for book-rich classrooms both with and without a home component. In addition, whereas home-based reading with audio support increased many students' reading interest and promoted parental involvement in literacy activities, it appeared to have particular benefits for second-language learners. (Contains 63 references and 8 tables of data. An appendix lists books used in the school-home reading projects.) (Author/RS)

ED 405 568 CS 012 756

Serpell, Robert; And Others
Parental Ideas about Development and Socialization of Children on the Threshold of Schooling. Reading Research Report No. 78.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developmental Stages; Early Childhood Education; *Literacy; *Parent Attitudes; Parent Teacher Cooperation; Reading Research; School Readiness; *Socialization; Sociocultural Patterns; Socioeconomic Status
IDENTIFIERS- Baltimore City Public Schools MD; Maryland (Baltimore)

A study analyzed ideas expressed by 38 parents of 4- to 5-year-

ED 405 587 CS 215 759

Cherry, Margaret T.
Celebrating the Unexpected: A Microethnography of One Early Childhood Process-Oriented Language Arts Classroom.
PUB DATE- 94
NOTE- 153p.; Ed.S. Project, University of Alabama.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Classroom Research; Grade 2; *Instructional Effectiveness; *Language Arts; *Literacy; Primary Education; Process Education; Qualitative Research; *Social Attitudes; Social Development; *Social Integration; Student Attitudes
IDENTIFIERS- Learning Environment; Microethnography; Thick Description Method

A year-long qualitative study constructed a "thick" (rich, literal) description and interpretation of the social organization, interactions, and attitudes displayed within one self-contained second-grade classroom during its scholastic language arts activities and instruction to explain how a literacy learning environment can be seen as effective through the eyes of the students, teacher, and instructional assistants. This interpretive-ethnographic research relies on symbolic interactionism as it attempts to explore ways qualitative research can enhance classroom practice of teacher/researchers. Data were collected through participant observation and interviewing using inductive analysis of classroom artifacts and interactions among children, teacher, and instructional assistants. Multiple collection procedures allowed triangulation of observation, fieldnotes, interviews, and audio/video tapes. Interrater reliability was obtained. Findings emerged from the data as five interactive areas which significantly impacted this classroom: (1) teacher's philosophy of education and literacy environment; (2) importance of building community in the classroom; (3) power of the process approach to literacy; (4) choice as an essential aspect of learning; (5) enjoyment, enthusiasm, and pride as contagious components. Findings further showed that media tapings enabled the teacher/researcher to alter perspectives and suggested implications for future studies in which qualitative research can enhance classroom practice. (Contains 64 references and appendixes A-J of research materials.) (Author/TB)

ED 405 588 CS 215 762

Davis, Frank A.
Compositional Metaphors: A Pedagogical Necessity.
PUB DATE- Mar 96
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Communication; Classroom Techniques; Higher Education; Instructional Improvement; Learning Strategies; *Metaphors; Teacher Student Relationship; *Writing

ED 405 607 CS 508 503

Wilson, John F.
Resources for Public Speaking: A Selected, Annotated Bibliography.
PUB DATE- Sep 86
NOTE- 5p.; For an earlier bibliography, see ED 289 193.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Persuasive Discourse; *Public Speaking; Teaching Guides; *Textbooks; Theory Practice Relationship
IDENTIFIERS- Rhetorical Strategies

Designed for educators interested in resources on theory and practice in public speaking, this annotated bibliography presents only comprehensive treatments of the art and its background. The majority of the 40 items in the annotated bibliography are textbooks that have gone through more than one edition, attesting to their value as teaching aids in the classroom. Materials in the annotated bibliography were published between 1917 and 1986, with most published between 1970 and 1986. (RS)

ED 405 608 CS 508 504

Preiss, Raymond W.
Language Intensity: A Comprehensive, Annotated Bibliography.
PUB DATE- Jul 86
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Communication Research; Higher Education; *Interpersonal Communication; *Language Usage; Research Methodology; Semantics
IDENTIFIERS- *Communication Behavior; Communication Strategies; Inoculation Theory; *Language Intensity; Message Transmission

Noting that message variables offer communication scholars a conceptually rich body of information, this 30-item annotated bibliography reflects the diversity of research conducted in the area of language intensity. The journal articles, conference papers, and chapters of books in the annotated bibliography are divided into sections on general message intensity and persuasion, perceptions of sources using intense language, language intensity and inoculation theory, counterattitudinal advocacy and intensity, language intensity and cognitive stress, language intensity and interpersonal influence, axiomatic theories of intensity, and semantics and language intensity. Materials listed were published between 1955 and 1985. (RS)

ED 405 609 CS 508 506

Jandt, Fred E.
Conflict/Negotiation: A Selected, Annotated Bibliography.
PUB DATE- Mar 86
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Class Activities; Communication Skills; *Conflict; Conflict Resolution; Elementary Secondary Education; Higher Education;

ED 405 629 CS 509 493

Reppert, James E.
Obtaining Tenure in a Higher Education Broadcast Journalism Discipline: Mapping Out a Successful Blueprint.
PUB DATE- Sep 94
NOTE- 33p.; Paper presented at the Annual Meeting of the Kentucky Communication Association (Lexington, KY, September 16-17, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); Administrative Policy; *Broadcast Journalism; *College Faculty; Credentials; *Employment Qualifications; *Full Time Faculty; *Higher Education; Mass Media; Planning; Probationary Period; Promotion (Occupational); *Tenure; Tenured Faculty
IDENTIFIERS- *Southern Arkansas University

Intended to be used as a benchmark to be followed for mass communication faculty putting together tenure applications, this collection of documents constitutes a successful tenure application at Southern Arkansas University for an instructor in broadcast journalism who did not possess a Ph.D. but only a master's degree. In an introductory note, new tenure-track faculty are advised first to investigate tenure requirements in effect at their institutions. The collection contains extensive sections (each with subsections) on: (1) required general information; (2) documentation; (3) documentation of research, creative works, and scholarly activity; and (4) documentation of service. (NKA)

ED 405 630 EA 024 914

Dunklee, Dennis R.; Shoop, Robert J.
A Primer for School Risk Management: Creating and Maintaining District and Site-Based Liability Prevention Programs.
PUB DATE- 93
NOTE- 203p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Law; Compliance (Legal); Educational Policy; Elementary Secondary Education; *Legal Problems; *Legal Responsibility; *Risk; *School Based Management; School Safety; *Torts

This book offers guidelines for school district authorities in establishing or expanding the role of districtwide risk management and gives direction for the development of individual school-based risk-management programs. Part 1 relates fundamental constructs of risk management to school site-level and district-level management. Chapters address the issues of risk management and insurance, the relationship of risk management to education, and the organization of a comprehensive risk-management program. Part 2 demonstrates the application of these fundamental constructs to specific areas

ED 405 649 EA 028 287

Goldman, Paul; Conley, David T.
Persistence, Disillusionment, and Compliance in Educator Reactions to State School Reform.
PUB DATE- Mar 97
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Compliance (Psychology); *Educational Change; Elementary Secondary Education; Institutions; Longitudinal Studies; Organizational Climate; Outcome Based Education; Performance Based Assessment; *Resistance to Change; School Culture; *School Restructuring; Schools; Social Psychology; *State Legislation
IDENTIFIERS- *Oregon

Educator reticence in some states has exerted a moderating effect on attempts to redesign public schooling. This paper presents findings of a longitudinal study that investigated the phenomenon of educator reaction to systemic state school-reform legislation. Oregon's landmark school-reform legislation, passed in 1991 and revised in 1995, serves as a test case. Data were obtained from a self-administered survey of educators from a total of 92 schools during the years 1992, 1993, 1994, and 1995. The findings indicate that Oregon educators continue to have a relatively positive attitude toward school reform, but support appears to have declined in 1995-96. Educators became much less optimistic that the reforms would improve student outcomes. Individual and school demography did not predict educator responses. In addition, for the first time there was a gender gap: men's expectations for school reform declined while those of women remained constant. The most interesting finding was the very large differences between school districts and individual schools, both within and across school districts, in each of the four years. The paper offers a working hypothesis based on social-compliance theory: Social compliance, as operationalized in the form of normative behavior, is important to explain the differences in school-level responses to educational reform legislation. Two tables are included. Appendices contain the questionnaire scale items; a proposed instrument for further research; educator's comments; and statistical tables showing the reactions to school reform at the individual, school district, and building levels. (Contains 39 references.) (LMI)

ED 405 650 EA 028 288

Garrott, Denise
Leadership Study Groups for School Restructuring.
PUB DATE- Mar 95
NOTE- 149p.; Applied Research Project Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; *Educational Cooperation; *Educational Planning; Elementary Secondary Education; Formative Evaluation; Leadership Training; *Professional

ED 405 667 EC 305 365

Thompson, Anne R.; Bethea, Leslie L.
Student Survey of Knowledge of Disability Laws and Recent Legal Decisions.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 96
NOTE- 18p.; For related documents, see ED 395 422, ED 395 425, and ED 395 441.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Collected Works - Serials (022)
DESCRIPTORS- *Access to Education; Civil Rights Legislation; College Students; Compliance (Legal); *Disabilities; Federal Legislation; Higher Education; *Knowledge Level; *Legal Responsibility; School Responsibility; *Student Rights; Surveys; Teacher Responsibility
IDENTIFIERS- *Academic Accommodations (Disabilities); Americans with Disabilities Act 1990; Rehabilitation Act 1973 (Section 504)

Intended for surveying the knowledge of college students and college faculty/staff about the rights and responsibilities of students with disabilities, this survey form and corresponding answer sheets provide 28 questions, their correct responses, and references to laws or literature. Emphasis is on providing information about the provisions of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which require institutions of higher education to make accommodations and modifications of policy to ensure that students with disabilities have an equal educational opportunity. Also, court decisions concerning these rights are emphasized. Survey questions address issues such as reasonable accommodations, student responsibilities concerning reasonable accommodations, changes in a classroom's location to improve accessibility, provision of an attendant, special provisions for testing, alternative formats for instructional materials, access to the student's diagnostic information, preadmission inquiries concerning a disability, availability of housing options, and situations in which a university/college may refuse admission to students with a disability. A sample survey including student demographic questions is attached. (Contains 13 references.) (DB)

ED 405 668 EC 305 366

Barton, Len
Citizenship and Disabled People: A Discourse of Control?
PUB DATE- Jul 96
NOTE- 18p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accessibility (for Disabled); *Citizenship; *Civil Rights; *Democratic Values; *Disabilities; *Disability Discrimination; Elementary Secondary Education; Empowerment; Foreign Countries; Inclusive Schools; Models; School Role; Self

ED 405 687 EC 305 388

Capilouto, Gilson J.
Alternate and Augmentative Communication: An Overview and Manual Communication: Boards and Displays and Electronic Communication Devices: A Look at Features. Information Support Packets #4, #5, and #6.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Oct 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Assistive Devices (for Disabled); *Augmentative and Alternative Communication; Check Lists; *Communication Aids (for Disabled); *Communication Disorders; *Electronic Equipment; Equipment Evaluation; Evaluation Methods; *Manual Communication
IDENTIFIERS- *Communication Boards

Three booklets offer guidelines for individuals with communication disorders and their families concerning: (1) alternate and augmentative communication (AAC); (2) manual communication (boards and displays); and (3) electronic communication devices. The first booklet considers the type of individual who can benefit from the use of AAC and what the user needs to be able to do. It offers a questionnaire to help determine whether an individual could benefit from AAC and a glossary of 12 relevant terms. Also provided is a list of seven publications, seven organizations, and four references. The second booklet is a guide to manual communication boards. Guidelines address when a manual system is an appropriate choice and evaluate the user's present skills through a 13-item questionnaire. A second questionnaire assists in evaluating the appropriateness of a specific system for a given user. Additional information (with illustrations) discusses what the display should look like and vocabulary selection. A listing of suppliers of manual communication boards is provided. The third booklet discusses features of electronic communication devices, such as methods of accessing, language usage, speech output, and visual display. (DB)

ED 405 688 EC 305 389

TECH POINTS: Integrating Rehabilitation Technology into Vocational Rehabilitation Services. Training Manual.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- May 94
NOTE- 212p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Assistive Devices (for Disabled); Case Studies; Decision Making; *Disabilities; Job Placement; *Rehabilitation Counseling; Staff Development; *Technology; *Vocational Rehabilitation

ED 405 705 EC 305 425

Racino, Julie Ann
Personal Assistance Services (PAS): Toward Universal Access to Support. Annotated Bibliography.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; World Inst. on Disability and Rehabilitation International, Oakland, CA.
PUB DATE- May 95
NOTE- 184p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Assistive Devices (for Disabled); *Attendants; *Caregivers; Children; Consumer Education; Daily Living Skills; *Disabilities; Empowerment; Family Involvement; Head Injuries; Independent Living; Mental Disorders; Mental Retardation; Models; Neurological Impairments; Personal Autonomy; Physical Disabilities; Self Care Skills; Technology
IDENTIFIERS- *Personal Assistance (of Disabled)

This annotated bibliography provides approximately 100 summaries and evaluations of documents, published from 1979 to 1995, on personal assistance services (PAS) for individuals with disabilities. Studies and articles were selected for inclusion based upon their capacity to inform the development of PAS models, including conceptual, policy, and practice features. Studies are analyzed according to three dimensions of service provision (degree of consumer control, degree of individualization and personalization, and degree of community membership) based on a policy model stressing support and empowerment. In relationship to this policy model, primary features of concern are systems/policy, access, eligibility, assessment, services limitations, workforce issues, liability, service quality, long term services coordination, and consumer control. The summaries and analyses are grouped into those on personal assistance in the fields of: (1) brain injury, (2) mental retardation and physical disabilities, (3) psychiatric disabilities, (4) technology assistance/dependence, and (5) youth with disabilities. An appendix relates the reviewed literature specifically to a policy model proposed by Simi Litvak of the World Institute on Disability. Indexes by author, organizations, and subject are provided. (Author/DB)

ED 405 706 EC 305 426

Sykes, Charles J.; Durden, William G.
Questions for Your Child's School: A Guide for Parents Who Value Learning.
PUB DATE- Jul 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Educational Environment; Elementary Secondary Education; *Evaluation Criteria; *Gifted; *Institutional Characteristics; *Parent Participation; Parent School Relationship; *School Choice; School Culture; School Effectiveness

This booklet provides a list of questions parents should entertain in assessing and choosing a school for their child.

ED 405 726 FL 024 152

LaVelle, Michael
The Importance of Learning English: A National Survey of Hispanic Parents.
PUB DATE- Sep 96
NOTE- 17p.; The survey was conducted by Market Development, Inc., and an analysis was made by Diversified Research, Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Attitudes; Educational Needs; *Educational Objectives; Elementary Secondary Education; *English (Second Language); *Hispanic Americans; Interviews; *Language Attitudes; National Surveys; *Parent Attitudes; Second Language Learning; *Spanish Speaking
IDENTIFIERS- Hispanic American Students

The report summarizes a survey of 600 Hispanic parents, each with one or more children in grades 1-12, designed to document parents' experiences with school programs for limited-English-proficient (LEP) students and to ascertain their attitudes about the programs' goals and practices. Parents drawn from five metropolitan areas with large Hispanic concentrations (Los Angeles, California; New York, New York; Miami, Florida; San Antonio, Texas; Houston, Texas) were interviewed. They ranked five educational goals in this descending order of importance: (1) learning to read, write, and speak English; (2) academic subjects (math, history, science); (3) read, write, and speak Spanish; (4) Hispanic culture; (5) extras such as music, arts, sports. Most, particularly parents with students at higher educational levels, also preferred that students be taught English as soon as possible, even before Spanish. A large majority felt their children should be taught academic courses in English. Survey results are presented in narrative form and also in graphs and tables. The survey form is included. (MSE)

ED 405 727 FL 024 197

Soh, Yong-Kian; And Others
Chinese Language and Culture Curriculum: Teacher's Manual and Student Activity Book.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 95
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chinese; *Chinese Culture; Class Activities; Conversational Language Courses; Course Content; *Cultural Awareness; Curriculum Design; Curriculum Guides; Daily Living Skills; Elementary Education; *FLES; Foreign Countries; Games; Geography; Holidays; Instructional Materials; Interpersonal Communication; Lesson Plans; Number Systems; Orthographic Symbols; Second Language Instruction; *Second Languages; *Sociocultural Patterns; Songs; Teaching Guides; Visual Aids

This curriculum is designed to introduce Chinese language and culture in the elementary grades, and consists of a teacher's manual and student activity book. The teacher's guide consists of an introductory section, which outlines the rationale,

ED 405 746 HE 027 143

Public University Baccalaureate Class of 1991 Follow-Up Survey. Executive Summary.
PUB DATE- 13 Jul 93
NOTE- 39p.; For related documents, see ED 343 638, ED 350 960-961 and ED 366 282-284.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Attitude Measures; Attitudes; Bachelors Degrees; Comparative Analysis; Data Analysis; Education Work Relationship; *Employment Patterns; *Enrollment Trends; Followup Studies; Graduate Study; *Graduate Surveys; Higher Education; Intellectual Disciplines; *Public Colleges; State Colleges; State Universities; Undergraduate Study
IDENTIFIERS- *Illinois

This report examines the responses in a 1-year followup survey from over 13,000 baccalaureate graduates from Illinois public universities in 1991. The report presents a statewide profile of the Class of 1991 one year after graduation, examining their rates of employment, further education, and satisfaction with their undergraduate education. Findings indicated the following: (1) 71 percent of the respondents were employed full time and 12 percent part time; (2) 19 percent of the respondents were both employed and enrolled for further schooling, while 5 percent were neither employed nor enrolled; (3) enrollment patterns did not differ significantly by either gender or racial/ethnic group, but did differ by type of undergraduate major--arts and science majors constituted the majority of those enrolled full time, although only a third of the survey respondents were arts and science majors; (4) graduates employed full time and those neither employed nor seeking employment were slightly more positive than graduates employed part-time and those unemployed and seeking employment; and (5) full-time employed graduates with majors in professional fields were more satisfied with their jobs and with their majors as job preparation than were arts and science majors. An appendix provides the survey questions used in the survey. (GLR)

ED 405 747 HE 027 181

Priority: Africa Programme for Action Proposed by the Director-General (1990-1995). Development of Higher Education in Africa--The African University: Into the New Millennium. Results of a Series of Seminars on Higher Education in Africa (Accra: November 1991, Dakar: November 1992 and Alexandria: April 1993).
PUB DATE- 93
NOTE- 35p.; For related documents, see HE 027 182-184.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Administration; Developing Nations; Developmental Programs; *Educational Development; Educational Planning; Foreign Countries; Higher Education; Institutional Cooperation; *Institutional Mission; Institutional Role; Long Range Planning; School Restructuring; Self Evaluation (Groups); Strategic Planning; Universities
IDENTIFIERS- *Africa

This document brings into focus the main ideas and action-

ED 405 766 HE 030 004

Mowery, Andrea
Safe Schools Survey: Post-Secondary Survey Results.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Colleges; *Crime; *Crime Prevention; Higher Education; School Safety; *School Security; Security Personnel; State Surveys; Statistics; *Universities
IDENTIFIERS- *Minnesota

This report provides the results of a survey of safety and security at colleges and universities in Minnesota, along with policy recommendations to improve safety and security at Minnesota post-secondary institutions. It is based on campus security reports voluntarily submitted by 60 of the 110 Minnesota post-secondary institutions, personal interviews with campus security directors, and input from the Minnesota chapter of the International Association of Campus Law Enforcement Officers. It was found that, over the 3 years covered by the survey (1993-95), there were significant increases in the number of reported aggravated assaults, motor vehicle thefts, liquor law violations, and drug abuse violations. Nearly two-thirds of responding institutions indicated that they provided printed material concerning crime and crime prevention to their campuses, while 42 percent provided educational programming and training. Fifty-two percent reported having some form of escort service for students, faculty, and staff. The report recommends that all post-secondary institutions implement basic safety measures (such as maintenance of campus grounds, regularly patrolled campus routes, and escort services), and that campus safety officials should involve students in developing crime prevention initiatives. An appendix provides uniform crime reporting definitions. (MDM)

ED 405 767 HE 030 005

Greenwood, John; And Others
Public Service Education in Britain: A Survey of the Views of British Public Administrators.
PUB DATE- Mar 97
NOTE- 40p.; Paper presented at the National Conference on Teaching Public Administration (20th, Richmond, VA, March 6-8, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrators; Courses; Educational Attitudes; Foreign Countries; Higher Education; Periodicals; *Public Administration; *Public Administration Education; Research; Skills
IDENTIFIERS- *Great Britain

This study examined the views of British public administrators regarding public administration education in Britain. A total of 386 local authority chief executives were surveyed by mail using a 7-page questionnaire; 108 completed surveys were returned. It was found that only 37 percent of the surveys were

ED 405 787 HE 030 058

Peterson's Contract Services for Higher Education. The Directory of Outsource Service Vendors for Colleges and Universities.
PUB DATE- 95
NOTE- 447p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Building Operation; Business Administration; *Educational Administration; Educational Facilities Planning; Higher Education; Personnel Management; *School Administration; School Business Officials; School Maintenance
IDENTIFIERS- *Outsourcing

This directory provides information on various types of contract and outsourcing services available to colleges and universities. It contains profiles of approximately 2,000 service providers in 16 major categories: academic services, such as admissions, media and video conferencing, and testing; administrative services; advertising and marketing; athletics/sports; auxiliary services such as bookstores, vending machines, laundry, and housing; computer facilities and information systems; development and public relations, including fund raising, printing, and institutional research; distributors and wholesalers for commercial and industrial equipment and supplies; financial aid-related services; accounting, financial, and investment services; legal services; library resources; personnel services, including benefits administration, retirement programs, and executive recruitment; plant services, such as maintenance, building design, and security; student services, such as substance abuse programs and medical services. Preceding the listings is a brief essay on the pros and cons of, and the decision process involved in, contract management. Indexes include: a detailed services index; service suppliers and contact names; company listing by location; and a list of college and university business officers. (CH)

ED 405 788 HE 030 059

The Independent Study Catalog. A Guide to Over 10,000 Correspondence Courses. Sixth Edition.
SPONS. AGENCY- National Univ. Continuing Education Association, Washington, DC.
PUB DATE- 95
NOTE- 301p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Continuing Education; Correspondence Schools; *Correspondence Study; Distance Education; Elementary Secondary Education; *Extension Education; *External Degree Programs; Graduate Study; Higher Education; *High School Equivalency Programs; Home Study; *Independent Study; Lifelong Learning; Noncredit Courses; Nontraditional Education; Open Education

This directory lists high school, college, and graduate study-at-home opportunities, including extensive information about external degree and certificate programs offered by accredited institutions that participate in the National University

ED 405 808 IR 018 248

Anderson, John A.
Ethics, Privacy, and Security in Higher Education Technology.
PUB DATE- 96
NOTE- 9p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Codes of Ethics; Computer Networks; *Computer Security; Confidentiality; *Crime Prevention; *Employee Responsibility; Higher Education; Information Policy; *Information Technology; Internet; *Privacy; School Security; Technological Advancement; Users (Information)
IDENTIFIERS- *Computer Ethics; *Data Security; Family Educational Rights and Privacy Act 1974

Information Technology (IT) personnel in higher education requirement at Mary Washington College, Virginia. The goal of the creativity, promote freedom of speech, support research and investigation, and provide information access globally, while demonstrating proper use and protection of the data of which they are in charge. This paper addresses issues of ethics, technology crimes, security, and privacy, and provides recommendations for improving protection of critical information on campus computer systems. IT personnel deal with security and privacy issues from a technical standpoint and are not sufficiently trained to deal with the social ramifications of these issues from a non-technical viewpoint. In addition, high tech codes of ethics and laws are basically non-existent and current laws are both outdated and do not have provisions for the new technologies. Ethics is a gray area that deals with actions that are not technically illegal, but are not quite right, either. Technology has both de-personalized crime and created new opportunities for crime. IT personnel must commit more resources for security development, comply with the Family Educational Rights and Privacy Act at a minimum, encourage ethical behavior, and "proper use" policies with all user communities, and keep aware of developments in the technology world. (Author/SWC)

ED 405 809 IR 018 249

Anderson, Stephen T., Sr.
Multimedia in the Classroom: Recollections after Two Years.
PUB DATE- 96
NOTE- 7p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Literacy; Computer Selection; Computer Software Selection; Courseware; Higher Education; *Hypermedia; *Instructional Development; Internet; *Multimedia Instruction; *Multimedia Materials; Student Attitudes; User Satisfaction (Information)

ED 405 826 IR 018 266

Pollack, Thomas A.
Distance Learning and Today's Educational Environment.
PUB DATE- 96
NOTE- 8p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Consortia; Cost Effectiveness; Costs; *Distance Education; Higher Education; Interactive Video; Nontraditional Education; State Programs; *Telecommunications
IDENTIFIERS- *Duquesne University PA; Integrated Services Digital Networks; *Video Distribution Systems

The state of Pennsylvania has embarked on a statewide initiative for distance education called the Center for Agile Pennsylvania Education (CAPE) consisting of community colleges and colleges and universities across the state; Duquesne University has joined this state-wide consortium in which members are encouraged to provide courses in areas of strength for sharing and exchange. To facilitate participation, a VTEL technology platform was installed at Duquesne University; it cost approximately $91,000. Cost of transmission is approximately $42 per hour if connecting with another MCI customer and approximately $82 per hour if connecting to another long distance carrier. Other associated costs typically are incurred for rental of the remote site(s), between $30 and $100 per hour of connect time. What has made distance education economically feasible is the fact that full motion video can now be transmitted with reasonably good quality over ISDN (Integrated Services Digital Network) telephone lines. Each school within the University was asked to identify areas and locations which can be targeted as distance education possibilities. Obvious advantages to both school and student are tremendous cost savings on travel and lodging. Other advantages include minimal or non-existent residence requirements, coursework that can be scheduled around work and family, quality of instruction on a par with resident degree programs, and comparable costs. (Contains 17 references.) (AEF)

ED 405 827 IR 018 267

Shough, J. Stuart
The Computerized "Assistant Prof."
PUB DATE- 96
NOTE- 6p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attendance; *Computer Managed Instruction; Computer Software; *Grades (Scholastic); Grading; Higher Education; *Recordkeeping; Records Management; *Student Evaluation; Student Participation; *Student Records
IDENTIFIERS- Lotus 1 2 3; *University of South Carolina

ED 405 844   IR 018 291

Information Dissemination in Action.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Information; *Clearinghouses; *Delivery Systems; Diffusion (Communication); *Education; Education Service Centers; Futures (of Society); *Information Dissemination; *Information Industry; Information Networks; Information Transfer; Information Utilization; Reference Services; Users (Information)
IDENTIFIERS- Department of Education; *ERIC; National Library of Education DC; Organizational History

The "ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This double issue commemorates ERIC's 30th anniversary and focuses on the dissemination and use of education information. The issue includes "A Quick Guide To ERIC" (Lynn Smarte)--a reproducible training guide for learning how to use ERIC, descriptions of the products and services available from the various components of the ERIC system, and a detachable bookmark and phone directory cards. The first article, "Issues in Dissemination: An ERIC Perspective" (Lilian G. Katz and Dianne Rothenberg), looks at the dissemination of ERIC information, including issues of optimum amount of information, optimum information redundancy, optimum conceptual size, vividness effect in presentation medium, propitiousness, and users' orientations to knowledge. Additional articles include: "What Is an Information Clearinghouse?" (Dianne Rothenberg); "What Is Teacher Research" (excerpted from an ERIC Digest by Ismat Abdal-Haqq); "Dissemination Under Renovation" (Cynthia Hearn Dorfman); "The National Education Dissemination System" (Robert Stonehill); "ERIC Highlights and Future Directions" (from the "ERIC Annual Report 1996"); "Great Moments in ERIC History"--an ERIC timeline; and "NLE: ERIC's Institutional Home"--about the National Library of Education. (SWC)

ED 405 845   IR 018 292

Community Update: Goals 2000. 1996-97.
PUB DATE- 97
NOTE- 73p.; For the 1995-96 issues (n23-33), see ED 393 405.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Development; Educational Finance; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; *Family Involvement; Futures (of Society); Learning Activities; *Meetings; National Programs; Newsletters; Partnerships in Education
IDENTIFIERS- *Goals 2000; National Education Goals 1990

This document consists of the 11 issues of the newsletter, "Community Update," which were published between April 1996 and March 1997. The newsletter provides information to help schools and communities reach the National Education Goals. Each issue contains announcements of monthly satellite town meetings,

ED 405 863 IR 056 257

School Libraries...Unfinished Business: A Report on New York City's Elementary School Libraries.
SPONS. AGENCY- Vincent Astor Foundation, New York, N.Y.
PUB DATE- Jan 96
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Computer Literacy; *Educational Finance; *Educational Objectives; Educational Quality; Elementary Education; Equal Education; Futures (of Society); *Learning Resources Centers; *Library Role; Media Specialists; Partnerships in Education; Public Schools; Research Skills; School Effectiveness; *School Libraries; *Student Development; Technological Advancement
IDENTIFIERS- Access to Computers; *New York City Board of Education; Partnerships in Library Services

Effective school library media centers are a cost-efficient way for schools to provide children with the sophisticated knowledge, research, and computer skills they will need for the growing demands of work and citizenship in the 21st century. The libraries' cultivation of literacy, research, and thinking skills is particularly crucial in elementary schools, which lay the foundation for later learning. For most of New York City's 640 elementary schools serving 490,000 children, libraries are not a priority relative to other pressing needs. The DeWitt Wallace-Reader's Digest Fund has invested $11 million in a public/private partnership to improve library services in 150 of the city's public elementary schools through its "Library Power" program led by the Fund for New York City Public Education. This report demonstrates how contemporary school library media centers can and should enhance teaching and learning. The report shows that: (1) quality elementary school library media centers are important to sound educational experiences; (2) most elementary school libraries in New York City are far from meeting contemporary standards; (3) quality elementary school libraries exemplified by the "Library Power" model are a cost-efficient educational investment; and (4) even in tough budget times, New York City schools should work to fund elementary school library media centers. The report has six sections: Executive Summary; Introduction; School Libraries and the Twenty-First Century; The Power of the "Power Library"; The Sorry State of Our Elementary School Libraries; and Financing a Library for Every Elementary School. Appendices contain lists of the personnel who provided data for the report, and those who participated in focus groups. (SWC)

ED 405 864 IR 056 293

Willemse, John
The Impact of Performance Measurement on Library and Information Services: A Decade of Experience.
PUB DATE- 95
NOTE- 34p.; Keynote paper presented at the Northumbria International Conference on Performance Measurement in Libraries and Information Services (1st, Northumberland, England, August 30-September 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

ED 405 879 IR 056 308

Urquhart, Christine; Hepworth, John
Deriving a Quality Assurance Toolkit from the Outcomes of Information Use.
PUB DATE- 95
NOTE- 6p.; Paper presented at the Northumbria International Conference on Performance Measurement in Libraries and Information Services (1st, Northumberland, England, August 30-September 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Check Lists; *Evaluation Criteria; Foreign Countries; Health Personnel; *Information Services; Libraries; Library Standards; *Measurement Techniques; Medical Research; *Needs Assessment; *Performance Technology; Research Tools; *User Needs (Information)
IDENTIFIERS- Health Information; *Quality Assurance; Wales

A vital aspect of performance measurement is the assurance that the service provided by the library or information service is valued by the users. Profiles of information use can help in the analysis of performance at a more detailed level than is normally practiced. The quality assurance toolkit described in this paper was designed to facilitate performance improvement for medical staff users of library and information services. The main sections of the toolkit cover assessment of user needs, information service provision, and focus on service outcomes. Each section follows a similar pattern: nature of evidence sought; supporting research evidence; and data required. Checklists of questions help identify the evidence that should be gathered, and toolkit users are directed to appropriate survey tools. The quality assurance toolkit is a set of guidelines and methods to help information professionals find evidence for the effectiveness, impact, and value of their service, and to use that evidence to find ways to improve the service. The evidence and targets in the toolkit relate to library service in the medical field, but many of the questions and methods can be adapted for any library and information service which serves distinct user groups and where benefits of use need to be assessed. (SWC)

ED 405 880 IR 056 309

Armstrong, C. J.
Database Quality: Label or Liable.
PUB DATE- 95
NOTE- 6p.; Paper presented at the Northumbria International Conference on Performance Measurement in Libraries and Information Services (1st, Northumberland, England, August 30-September 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accrediting Agencies; Clearinghouses; Coding; Consumer Protection; Database Producers; *Databases; Evaluation Methods; Foreign Countries; *Information Dissemination; Information Storage; Measurement Techniques; *Merchandise Information; Online Vendors; *Quality Control; Standards; Users (Information)
IDENTIFIERS- Barriers to Implementation; Wales

ED 405 900 IR 056 348

Sources of Library Funding. Final Report.
PUB DATE- Aug 96
NOTE- 129p.; Submitted in response to "Laws of Minnesota for 1995," Chapter 212, Article 2, Section 13.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Change Strategies; Elementary Secondary Education; *Information Technology; *Library Administration; Library Automation; Library Cooperation; *Library Funding; Library Networks; *Library Planning; Library Services; School Libraries; Shared Library Resources; State Aid; *Statewide Planning; Strategic Planning; Technological Advancement; User Needs (Information)
IDENTIFIERS- Barriers to Participation; Customer Services; *Minnesota

Minnesota's libraries provide public access to information technologies and teach the skills necessary to use them. The challenge is to leverage these organizations, largely funded and nurtured at the local level, so that they will be an effective and efficient part of a statewide information infrastructure. In this report, the Minnesota Library Planning Task Force provides recommendations to implement five strategies to adapt library financing and decision-making structures to the state's changing information needs. These recommendations would lower barriers to library cooperation, provide incentives for libraries to collaborate and share resources, reduce disparities in library services, and enable all libraries to increase their efficiency through technology and cooperation. Strategies include: (1) target state funds strategically to leverage efficient and thorough implementation of information technologies in order to improve cooperative access to library collections; (2) reinforce local responsibilities for providing adequate library services as part of a statewide effort; (3) focus and strengthen library governance and administrative structures; (4) include school library media centers in all state library initiatives; and (5) identify new sources of library funding. The report contains: a task force member list; Vision Statement; Introduction and Charge; Challenges: Minnesota Libraries in the Information Age; Recommended State Strategies; Appendix A: Current Sources of Library Funding Summary; and Appendix B: Preliminary Report on Sources of Library Funding, which comprises more than half the document. (Author/SWC)

ED 405 901 IR 056 349

Idaho Library Laws, 1996-1997. Full Edition.
PUB DATE- 96
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Laws; *Legal Responsibility; *Libraries; *Library Administration; Library Expenditures; Library Funding; *Library Policy; Library Services; State Government; *State Legislation;

norm-referenced measures; information on writing measurable objectives; a sample table of specifications and two sample skills tests with test situation, summary sheet, and individual skill tests. (YLB)

ED 405 452 CE 065 835

Celebrating and Promoting Literacy Partnerships: A Synopsis.
SPONS. AGENCY- Administration for Children, Youth and Families (DHHS), Washington, D.C.
PUB DATE- 93
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Agency Cooperation; Cooperative Planning; Cooperative Programs; *Coordination; Demonstration Programs; Economically Disadvantaged; Educational Planning; Federal Aid; Federal Programs; *Literacy Education; *Strategic Planning; *Welfare Recipients; Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Job Opportunities and Basic Skills Program

This synopsis is a compilation of information and knowledge collected from all 10 one-day conferences, entitled Celebrating and Promoting Literacy Partnerships. An introduction explains the purpose of the conferences--to promote and facilitate partnerships and collaborative efforts in local communities to expand the availability and improve the quality of adult literacy services to individuals in the Aid to Families with Dependent Children and Job Opportunities and Basic Skills (JOBS) programs. Section 2 provides brief descriptions of programs presented at the conferences as examples of providing exceptional literacy services, including the name of a contact. Six national programs and 14 local programs are presented. Section 3 contains a compilation of the objectives and strategies for collaborative efforts developed during special sessions. These objectives are discussed: increase communication and information sharing among agencies and literacy providers; streamline interagency forms and the information gathering process; develop effective fundraising techniques and increase the number of partnerships and linkages; increase public awareness of literacy needs and services; and increase community involvement in literacy initiatives. Section 4 provides brief descriptions of the Literacy Partnership Award winners at each site in these categories: government, education, community-based organizations, business, volunteer, and nonprofit. Section 5 lists literacy contacts, both state JOBS directors and national organizations. (YLB)

ED 405 453 CE 067 209

Malone, Dennis L.
VITAL & the KNFEA: Adult Literacy in Print-Rich and Print-Poor Environments.
PUB DATE- 94
NOTE- 49p.; Appendixes E and G not in copy recieved by ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Comparative Education; Developing Nations; Environmental Influences;

processes, culture, and structure into a coherent whole. The following activities are key processes within FE colleges: strategy development; admissions; college promotion; human resource management; teaching and learning; and curriculum design/development. If they are to respond effectively to national requirements and grow with fewer resources, FE colleges must establish a more self-critical, improving, and responsive culture. Among the characteristics of successful organizational cultures are the following: customer focus; general commitment to common organizational goals; shared values; teamwork; critical self-assessment; good two-way communication; sound decision making and problem solving; acknowledgment of success; and forward-looking approach to change. Although many FE colleges have reorganized their structures in response to national requirements, no major quality approach used to date has structure as its main focus. To survive and prosper, FE colleges must map and streamline their key processes, establish a self-critical and responsive culture, and realign their structures to make them truly coherent and reflect the college's key processes. (MN)

ED 405 471 CE 073 667

Cantor, Jeffrey A.
Cooperative Apprenticeships. A School-to-Work Handbook.
PUB DATE- 97
NOTE- 285p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; Admission Criteria; *Apprenticeships; Community Colleges; Cooperative Planning; *Cooperative Programs; Educational Cooperation; Educational Practices; Educational Resources; *Education Work Relationship; National Organizations; Needs Assessment; Occupations; Partnerships in Education; Postsecondary Education; Professional Associations; Program Design; Program Development; Program Implementation; Recruitment; School Business Relationship; Standards; Student Certification; Student Evaluation; Technical Institutes; Testing; *Vocational Education; Youth Programs
IDENTIFIERS- Preapprenticeship Programs

This book explains the process of designing, developing, and implementing cooperative apprenticeship, a form of structured workplace training in which an employer, employer group, or industry, union or other community-based organization joins forces with a vocational-technical school and/or community college to provide formal instruction that includes structured work-based experience. The following topics are among those discussed in the book's first nine chapters: characteristics/models of cooperative apprenticeship; steps in building school-to-work collaboratives; needs assessment and marketing; a school-to-work concept for preapprenticeship and youth apprenticeship programs; design/development of apprenticeship programs; recruitment, screening, and selection of apprentices and employers; related classroom education and educational support; and apprentice testing, evaluation, and certification . Listed in chapter 10 are associations, sources of government assistance, newsletters, journals/periodicals, and books likely to be useful to individuals involved in designing/developing cooperative apprenticeship programs. The

Training; *Marketing; Outplacement Services (Employment); Publicity; *Public Relations; Reentry Workers; Unemployment

This guide was developed to meet the marketing, outreach, and recruitment needs of job training organizations. It is designed to help organizations create a positive and professional image of local job training programs in their business community. The guide is organized in three sections that cover the following: (1) marketing and outreach techniques (developing a marketing plan, print materials, business cards, newsletters, annual reports, direct mail, advertising, television, and display boards and promotional items); (2) media relations (materials for developing positive relations with the press, including press releases and press conferences, radio and television coverage, and crisis planning); and (3) marketing, outreach, and recruitment for laid-off workers. The guide contains examples of brochures, print advertisements, radio spots, video scripts, direct mail pieces, and promotional items for use in employer outreach. Also included are samples of print materials for laid-off workers, tips on developing positive media relations, and cost-saving techniques for effective marketing programs. (KC)

ED 405 490 CE 073 703

Learning Objectives.
PUB DATE- 95
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adults; *Behavioral Objectives; Dislocated Workers; Educational Needs; *Employment Programs; *Job Development; Labor Force Development; *On the Job Training; *Professional Development; *Trainers; Unemployment
IDENTIFIERS- DACUM Process

This document contains work force development learning objectives formulated from focus and DACUM (Developing a Curriculum) groups conducted by members of the professional development workgroup coordinated by the National Association of Workforce Development Professionals (NAWDP). Included are general objectives based on areas of responsibility and subobjectives on tasks identified by the groups. General objectives are considered the core skill areas for individuals in that functional area. Subobjectives are possible areas for specific skill training. Training offerings based on these objectives could address any, all, or various combinations of the subobjectives as components of the general objectives. The learning objectives cover these 10 functional areas in work force development: (1) contract management; (2) counseling and case management; (3) fiscal; (4) job development; (5) marketing; (6) management information systems; (7) monitoring; (8) supervision and management; (9) program planning and development; and (10) training and instruction. (KC)

ED 405 491 CE 073 704

National Association of Workforce Development Professionals Guides.
PUB DATE- 93
NOTE- 29p.; Some pages are printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

DESCRIPTORS- College Students; Educational Research; Equal Opportunities (Jobs); *Females; Higher Education; High Schools; *Sex Fairness; State Surveys; Statewide Planning; Teacher Attitudes; *Teacher Education; *Teacher Persistence; *Teacher Recruitment; Teaching (Occupation); Teaching Conditions; *Technology Education

IDENTIFIERS- *Virginia

A Virginia study documented the attitudes and experiences of women in technology education (TE) concerning obstacles to TE as a career choice. Reasons for entering the profession revealed a general enthusiasm for technology teaching. The support network included college professors and advisors, parents, technology teachers, spouse, and "myself." Guidance counselors were cited as exerting the most negative influence; the most frequently cited situational obstacle was little or no TE in high school. Positive influences on remaining a technology teacher were students and fellow technology teachers; the most negative marks were associated with school administrators and fellow technology teachers. Ideas for attracting females to the profession were female role models, TE in earlier grades, reducing gender bias, and better promotion of TE. Strategies suggested to retain teachers were support groups, recognition from male peers, and elimination of stereotypes. Respondents felt if the physical and curricular environments became more attractive to potential teachers and secondary school students, female enrollment would improve. Recommendations for gender equity improvement were as follows: fight sexism, change the curriculum, recruit, educate, listen, support, offer financial incentives, and make the job more pleasurable. (Appendixes include survey methodology, current job status of women in technology education, responses to survey items, and instrument.) (YLB)

ED 405 508 CE 073 770

Technology Education in the Elementary School.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Vocational, Adult, and Employment Training Services.

PUB DATE- 94

NOTE- 119p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Abstracts; Annotated Bibliographies; British National Curriculum; *Classroom Techniques; Educational Objectives; Elementary Education; *Elementary Schools; *Integrated Curriculum; Learning Activities; Models; *Problem Solving; Resource Materials; Statewide Planning; *Technological Literacy; *Technology Education

IDENTIFIERS- *Virginia

This resource guide, which is intended to help Virginia elementary school teachers integrate technology education into their instructional programs, reviews programs and learning activities designed to help students develop problem-solving skills and technological awareness. Discussed in the introduction are the following: the elementary school model; introduction to elementary technology education; integration of technology education in elementary schools; and essential goals for technology education. Section 1 reviews the following elementary school-level comprehensive programs: Virginia Pilot Programs in Elementary School Technology Integration; Total School Technology Integration; Mission 21: Launching Science and Technology across the Curriculum; Project 2061; Technology

International Students: Distinguishing Noncognitive Variables from Social Interaction Patterns. Research Report No. 8-95.
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Students; Cultural Interrelationships; *Foreign Students; Higher Education; *Interpersonal Relationship; *Predictor Variables

In response to a call for more theoretical linkages in the literature on international students, the relationship between noncognitive variables and social interactions was investigated in this study. Both variables have been associated with international students' success. International students (N=124) (at the University of Maryland, College Park) completed a survey during a summer orientation, and results of a factor analysis were interpreted as evidence that noncognitive variables and social interactions were important yet independent factors. The Noncognitive Questionnaire, a measure of noncognitive variables, has been shown to predict academic success for international students, but academic success is apparently independent of the domain of successful interaction with people from the U.S. Thus, though some researchers focus on helping international students achieve academic success, assisting these students in building social support systems is also necessary to increase their satisfaction with their college experience. For researchers, there is a need to continue to integrate the various findings of studies of international students and to determine how and whether the various constructs proposed can be linked conceptually. For practitioners, it is important to note that different factors may be associated with different kinds of successes (i.e., academic, social), so multidimensional strategies may be most helpful for international students. Contains 18 references. (Author)

ED 405 529 CG 027 549

Boyd, Vivian; And Others
A Summer Retention Program for Students Who Were Academically Dismissed and Applied for Reinstatement. Research Report No. 13-96.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Failure; *Academic Persistence; College Students; Higher Education; Intervention; Learning Strategies; *School Holding Power; Study Skills; *Summer Programs; Summer Schools

Students who were academically dismissed at the end of the spring 1994 semester (at the University of Maryland, College Park) received an invitation to participate in a summer program designed to teach some of the skills necessary for academic success. Fourteen sessions were offered over a four-week period during the first summer school session. The treatment group was comprised of 133 participants, 98 of whom were subsequently approved for reinstatement for fall 1994. The comparison group was comprised of 533 individuals who did not participate in the summer program yet were approved for reinstatement for fall 1994. Academic persistence rates were significantly higher for the treatment group than for the comparison group for three of using Disney theme songs rearranged in the styles of the composers from other periods. For the next 4 2-week periods, students received daily instruction: during the first period, no musical component was added; the next 3 2-week periods, 10 minutes of listening to music was added. Students were tested at the end of each 5-day cycle. Results indicated that data supported the study's hypothesis but, while listening to music prior to spelling instruction showed a statistically insignificant gain, there was greater achievement when they listened to Mozart than when they listened to Vivaldi or to symphonic versions of Disney themes. Findings suggest that anecdotal records, however, show that student motivation and interest were increased when a musical listening period was provided prior to spelling lessons, indicating that music has a facilitative effect upon learning. (Contains 6 tables of data; related research and 63 references are appended.) (CR)

ED 405 549 CS 012 737

Giordano, Tina
The Relationship between the Home Literacy Environment and the Frequency of Literacy Interactions Which Occur There.
PUB DATE- Apr 97
NOTE- 32p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Early Experience; *Emergent Literacy; *Family Environment; Family Literacy; Grade 1; Grade 2; Language Arts; Parent Influence; *Parent Role; Primary Education; Questionnaires; Young Children
IDENTIFIERS- New Jersey (Central); Parent Surveys

A study examined the past home environment (prior to kindergarten entrance) of 26 students currently in grade 2. Subjects were selected from the population of second graders who participated in the district-wide First Grade Reading/Language Arts Assessment Test when they were in the first grade in an elementary school in central New Jersey. Parents of these middle- to upper-middle class students answered questions concerning the literacy environment at home and their involvement in their child's literacy development prior to his/her entrance into kindergarten. The 2 indices, made up of 50 Likert items, were compared statistically to determine whether or not a relationship exists between the home literacy environment and the frequency of occurrence of literacy interactions. Results indicated that a significant correlation exists between the two measures. Related research and a sample parent questionnaire are appended. Contains 26 references. (Author/CR)

ED 405 550 CS 012 738

Kurywczak, Jennifer
The Effect of the Tactile Modality on Retention of Sight Vocabulary.
PUB DATE- May 97
NOTE- 37p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Auditory Stimuli; Comparative Analysis; Grade 1;

old children about their socialization goals and the best ways of helping their child to attain them, with special attention to the domain of literacy. All the participating families had a child enrolled in kindergarten or first grade, all included an older child, and all were residents of Baltimore, Maryland. Parental goals, elicited through interviews and diaries, ranged widely and more often emphasized the moral/social and personal domains of development than intellectual and academic skills. Both the domain of development considered and the sociocultural background of the family influenced parents' preferred approach to socialization. Proactive intervention strategies (such as deliberate instruction) were more often cited for the domain of literacy than for moral development and were more often cited for the cultivation of literacy by low-income parents, whereas middle-income parents more often preferred a strategy of reliance on the child's experience. Preference for proactive intervention was related to an emphasis on the cultural theme of literacy as a set of skills to be acquired, while reliance on experience was related to the theme of literacy as a source of entertainment. Parents attributed greater responsibility to the school relative to the home for the socialization of children's literacy than for their moral development. Idiographic profiles of selected parents' ideas about these various issues are represented as illustrations of caregiver ethnotheories, and the implication are discussed for cooperative communication between parents and teachers about children's early introduction to literacy. (Contains 52 references and 7 tables of data. An appendix presents interview questions.) (Author/RS)

ED 405 569 CS 012 757

Wharton-McDonald, Ruth; And Others
Outstanding Literacy Instruction in First Grade: Teacher Practices and Student Achievement. Reading Research Report No. 81.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Classroom Research; Classroom Techniques; Elementary School Teachers; *Grade 1; Interviews; *Literacy; Primary Education; Reading Achievement; *Teacher Attitudes; *Teacher Effectiveness; Teaching Styles; Writing Achievement
IDENTIFIERS- Beginning Writing; Direct Instruction; Scaffolding

Classroom observations and in-depth interviews were used to study nine first-grade teachers who were nominated by language arts coordinators as being either outstanding or typical in their ability to help students develop the skills of beginning literacy. Based on observational measures of year-end student reading and writing achievement and on ongoing measures of student engagement, three groups of teachers emerged from the original set of nine. Among the three teachers in the highest achievement group, the following cluster of beliefs and practices were found to distinguish their instruction from that of their more typical peers: (1) instructional balance of skills and high-quality reading and writing experiences; (2) a high density of instruction; (3) extensive use of scaffolding; (4) encouragement of student self-regulation; (5) a thorough integration of reading and writing activities; (6) high

Instruction
IDENTIFIERS- Classical Rhetoric; *Dichotomies

This paper offers a compilation of compositional metaphors suggested as appropriate for use in writing instruction. The paper states that compositionalists deal continuously with a wide variety of complex and potentially undesirable dichotomies caused by differences in experience, physiology, and ethnicity. According to the paper some of these dichotomies include reader/non-reader, literate/oral, expert writer/novice writer, mature/naive, cosmopolitan/provincial, and broad-minded/narrow-minded. The paper offers the opinion that these differences may pose harmful barriers to effective writing instruction, not only among students within the same classroom, but also between individual teachers and students. Suggested in the paper is the use of the metaphors to suffuse pedagogical approaches, lesson plans, and notions of classical rhetoric such as invention, arrangement, and style. (CR)

ED 405 589 CS 215 765

Roney, R. Craig
Storytelling in the Classroom: Some Theoretical Thoughts.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *Audience Awareness; Classroom Communication; Classroom Techniques; Creative Activities; *Creative Expression; Creative Thinking; Elementary Secondary Education; *Interpersonal Communication; Learning Strategies; Literacy; *Story Telling; *Student Development; Student Participation; Teaching Methods
IDENTIFIERS- Learning Environment

In its most basic form, storytelling is a process where a person (the teller), using vocalization, narrative structure, and mental imagery, communicates with the audience who also use mental imagery and, in turn, communicate back to the teller primarily through body language and facial expression in an ongoing communication cycle. Storytelling is co-creative and interactive. It is one of the most powerful forms of art/communication known to humans and this explains why it possesses such great potential as a teaching-learning tool. A fundamental curriculum goal is helping children grow into adults who participate actively and competently in the democratic process. For storytelling to be successful, teller and audience must collaborate to create the story, providing children with practice in several social skills, problem solving, exercise for the left and right brain hemispheres, and literacy development. Employing storytelling in the classroom on a regular basis is a sound teaching/learning strategy, because, as an art form and means of communication, it builds on children's preschool strengths and oral language expertise to help them successfully develop social, intellectual, and linguistic competencies. (CR)

ED 405 590 CS 215 772

Trzyna, Gina DeBlase; Miller, Suzanne
A Case Study of Learning in an Integrated Literature-History Class: Personal Narrative, Critical Reflection, and Kris's Way of Knowing. Report Series 7.10.
SPONS. AGENCY- Office of Educational Research and Improvement

*Interpersonal Communication; Teaching Methods
IDENTIFIERS- Communication Strategies; *Negotiation Processes

This selected annotated bibliography on conflict and negotiation is designed for teachers at all levels from childhood to adult. The annotated bibliography is divided into books as general sources, articles and papers reflecting the diversity of approaches to conflict and negotiation, and specific curriculum guides and teaching aids. The 47 items in the bibliography were published between 1972 and 1985. (RS)

ED 405 610 CS 508 507

Todd-Mancillas, William R.; Krug, Linda
Communication and Gender: Annotated Bibliography
PUB DATE- Jan 86
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Communication Research; Higher Education; *Interpersonal Communication; *Nonverbal Communication; Organizational Communication; *Sex Differences; Sexism in Language; *Speech Communication
IDENTIFIERS- *Communication Behavior; Communication Context; Male Female Relationship

Focusing on the similarities and differences in men's and women's verbal and nonverbal communication behavior, this 33-item annotated bibliography presents a sample of articles appearing in speech communication publications on the subject. Categories of the annotated bibliography are books, sexism and sexual harassment in academia, theoretic advances in male/female communication research, alternatives to masculine generics, similarities and differences in men's and women's speech, nonverbal communication of men and women, managerial communication behaviors of men and women, perceptions of men's and women's communication behavior, and media related studies. The books and the journal articles in the annotated bibliography were published between 1975 and 1986. (RS)

ED 405 611 CS 508 508

Kaid, Lynda Lee; And Others
Communication and Politics: A Selected, Annotated Bibliography.
PUB DATE- Jan 86
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Communication (Thought Transfer); Mass Media Effects; *Mass Media Role; Mass Media Use; Political Attitudes; Political Issues; *Politics
IDENTIFIERS- *Political Communication

Noting that the study of communication in political settings is an increasingly popular and important area of teaching and research in many disciplines, this 51-item annotated bibliography reflects the interdisciplinary nature of the field and is designed to incorporate varying approaches to the subject matter. With few exceptions, the books and journal articles included in the annotated bibliography are drawn from the 1950-84 period, reflecting the dominant role of mass media, particularly television, in the political process. (RS)

ED 405 612 CS 508 510

of concern--specifically, programs for personnel, environmental, and safety management--and discusses problem-identification areas and their implications for risk management. The third part deals with related issues--workers' compensation, alternative dispute resolution, countersuit and frivolous litigation, community use of facilities and grounds, and healthy buildings--and their implications. The book contains nine figures, sample safety checklists, and forms. Endnotes accompany each chapter. (LMI)

ED 405 631 EA 025 008

Pink, William T., Ed.; And Others
Restructuring To Promote Learning in America's Schools. Selected Readings, Volume II for Video Conferences 5-9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 364p.; For the guidebooks to Video Conferences 5-9, see ED 327 933-937.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Collected Works - General (020)
DESCRIPTORS- *Educational Change; *Educational Environment; Elementary Secondary Education; *High Risk Students; *Learning Processes; *School Restructuring; *Staff Development
IDENTIFIERS- *Learning Communities

This second volume of selected readings is designed to accompany Video Conferences 5-9 in the series "Restructuring to Promote Learning in America's Schools." The readings in this volume explore several key issues in school restructuring. Four sections include: (1) Schools as Learning Communities; (2) Many Roads to Fundamental Reform: Getting Started and Continuing the Journey; (3) The Meaning of Staff Development in the 21st Century; and (4) Reconnecting Students at Risk to the Learning Process. Essays include: (1) "Building Community" (John W. Gardner); (2) "Parent-Community Involvement: Collaboration by Another Name" (Betty Harris James); (3) "Blueprint for Schools and Community Development" (The Heartland Center for Leadership Development); (4) "The School of the Future Will Be a Community School" (C. William Brubaker); (5) "Parent Involvement: State Education Agencies Should Lead the Way" (Joyce L. Epstein); (6) "The Next Educational Reform: Family Support Systems" (William H. Denton); (7) "Bottom-Line Education: A Business-Run School in Chicago Seeks to Improve Learning Without a Big Rise in Costs" (Ellen Graham); (8) "Restructuring Schools to Meet the Needs of Disadvantaged Students" (Gary Natriello; Edward L. McDill; Aaron M. Pallas); (9) "Background Paper Professional Practice Schools" (Marsha Levine, Tamar Gendler); (10) "Toward Redefining Models of Curriculum and Instruction for Students at Risk" (Beau Fly Jones); (11) "Toward a New Mainstream of Instruction for American Schools" (Eric J. Cooper); (12) "The Search for Meaningful Reform: A Third-Wave Educational System" (Charles M. Reigeluth); (13) "Lessons From the Trenches" (Thomas Toch, Matthew Cooper); (14) "Educational Reform and Federal Policy: Supporting Perestroika and Professionalism in the Public Schools" (Linda Darling-Hammond); (15) "Knowledge and Teaching: Foundations of the New Reform" (Lee S. Shulman); (16) "Five Models of Staff Development for Teachers" (Dennis Sparks, Susan Loucks-Horsley); (17) "Effective Staff Development for Urban School Improvement" (William T. Pink); (18) "Educating Poor Minority Children" (James P. Comer); (19) "Funds of Knowledge: Historical Constitution, Social

Development; State Regulation; Strategic Planning; Teacher Workshops; Teamwork

In July 1993, the Pennsylvania Department of Education revised the regulations guiding state assessment of school districts, educational curriculum, graduation requirements, student assessment, and the planning process that districts use to guide educational delivery. This document describes a year-long, collaborative project, in which the Western Regional Professional Development Center (WRPDC) developed and implemented Leadership Study Groups to build readiness for school restructuring. The leadership study groups were composed of administrators and teachers from 11 school districts. The paper focuses on the conditions that contributed to successful change efforts: individual beliefs and professional growth; learning the knowledge base; working in collaborative teams toward codiscovery; reforming culture; and providing the necessary system supports. The progress of the groups was assessed via formative evaluation measures, an ongoing process design, a summative questionnaire of 55 respondents, and reflective writing. Findings include: (1) the study-group approach facilitated change in participants' understanding of norms and culture; (2) district outcomes were highly dependent on the level of administrative support; (3) intensive, ongoing professional development through study groups helped to lay the foundation for complex organizational change; and (4) the study groups helped participants to identify significant barriers to in-district implementation of the state mandate. Appendices contain the study group agendas, organization, evaluation forms, evaluation summaries, and data. (Contains 59 references.) (Author/LMI)

ED 405 651 EA 028 290

Oregon Administrative Rules: Adopted by the State Board of Education. 1996 Edition.
PUB DATE- 96
NOTE- 311p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Colleges; Compliance (Legal); Elementary Secondary Education; Private Education; Public Education; State Boards of Education; State Government; *State Legislation; *State Regulation; State Schools; State Standards; Two Year Colleges
IDENTIFIERS- *Oregon

This document contains the Oregon State Board of Education's 1996 edition of administrative rules relating to Oregon schools and community colleges. The document contains regulatory materials pertaining to the following areas: procedural rules; minimum pay for substitute teachers; reorganization; textbook adoption; special education; the Oregon State School for the Blind; the Oregon State School for the Deaf; prekindergarten; school improvement and professional development; school governance and student conduct; standards for public elementary and secondary schools; school finance; standards for intermediate education districts; district boundary board hearings; educational assistants; the method for awarding competitive grants; community college district formation; community college course eligibility; community college instructor standards; Workforce 2000 vocational-technical education program; private vocational schools; standards for the accreditation of Emergency Medical Technology Education and Training Program; school food and nutrition services; school-bus driver training, licensing, and

Concept; Student Rights
IDENTIFIERS- *Attitudes toward Disabled; England

This paper raises issues relating to disability and citizenship, especially those concerned with difference, discrimination, power, and the politics of identity. It adopts a social model of disability that is critical of individualized, homogenized, deficit views of people with disabilities and urges an equal opportunities approach in which the demands for civil rights, choice, participation, and antidiscrimination legislation are essential components. The paper argues that, historically, people with disabilities have been fundamentally excluded from citizenship; they have been viewed as subhuman and therefore unworthy or unable to experience the entitlements and responsibilities associated with citizenship. The need for schools at all levels to provide inclusive services and involve people with disabilities in discussions and decisions that will empower them to exercise the rights of citizenship in the future is examined. (Contains 44 references.) (DB)

ED 405 669 EC 305 367

Nielsen, Lee Brattland
The Exceptional Child in the Regular Classroom: An Educator's Guide.
PUB DATE- 97
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Definitions; *Disabilities; Disability Identification; Educational Legislation; *Educational Strategies; Elementary Secondary Education; *Federal Legislation; *Inclusive Schools; Mainstreaming; Physical Disabilities; Special Education; *Special Health Problems; Student Characteristics; *Symptoms (Individual Disorders); Teacher Role
IDENTIFIERS- Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

This guidebook is intended to provide teachers with basic information on special education legislation and definitions of a wide variety of specific physical and mental disabilities. The first chapter focuses on what educators need to know about Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act. Chapter 2 suggests ways that teachers can create a positive learning environment while including students with disabilities. Chapter 3 is a brief discussion of the needs and problems of parents of exceptional children. Chapter 4 discusses characteristics of and appropriate educational strategies for the following disabilities and health disorders: aphasia, attention deficit disorder and attention deficit hyperactivity disorder, auditory processing dysfunction, autism, cerebral palsy, Down syndrome, dyslexia, emotional disturbance, epilepsy, fetal alcohol syndrome, head injury, hearing impairment, learning disabilities, mental retardation, muscular dystrophy, speech disorders, spina bifida, spinal cord injury, Tourette syndrome, visual impairment, and visual processing dysfunction. The fifth chapter addresses other health disorders such as asthma, diabetes, heart disorders, and hemophilia. A resource section lists associations that provide information and public agencies that offer assistance to individuals with disabilities and

IDENTIFIERS- *Rehabilitation Technology

This TECH POINTS training manual and guide are intended to assist vocational rehabilitation (VR) agencies with staff training on the integration of rehabilitation technology services into the VR process. The TECH POINTS approach helps determine when and how to use rehabilitation technology with individual clients. The training manual covers: how to use the TECH POINTS approach, referral/application, extended evaluation, plan development, services, placement/follow-up, closure points, post-employment, and agency guidelines for rehabilitation technology. Sections provide a summary of main points, explanatory text, a place for notes, boxes with key points or implementation steps, and references. The TECH POINTS guide lists specific questions, considerations, and recommended actions to determine whether technology services are needed at each of the seven TECH POINTS stages from referral/application through post-employment. Other information in the guide summarizes components of rehabilitation technology; specific rehabilitation technology services, devices, and specialists; and cost considerations. There is also a list of rehabilitation technology information resources and databases, as well as space for listing local rehabilitation technology service providers and a summary of case studies of technology uses to modify the workplace in various environments. (DB)

ED 405 689 EC 305 390

Gaster, Lydia, Comp.; Clark, Cherie, Comp.
A Guide to Providing Alternate Formats.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jan 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiotape Cassettes; Braille; Costs; *Disabilities; Large Type Materials; Low Vision Aids; Magnification Methods; *Material Development; *Media Adaptation; Optical Data Disks; Reading Materials; Vocational Rehabilitation; Work Environment
IDENTIFIERS- *Alternative Formats

This guide to alternate formats describes the presentation of materials in forms that allow individuals vith varying physical, sensory, or cognitive skills to access the information. The booklet was developed to assist vocational rehabilitation counselors in helping employers to provide workplace materials to employees with disabilities or provide information to the general public in a variety of alternate formats. After an introduction, types of formats appropriate for the following specific groups are detailed: people with low vision or blindness, people with hearing loss or deafness, and people with learning disabilities. General guidelines for producing alternate formats precedes a discussion of specific suggestions for adapting regular print documents, in regard to: contrast; paper type; type size, spacing, and typeface; and costs and resources. Discussion of large print documents focuses on ways to enlarge print, costs and resources, and formatting for scanners. Also covered in some detail is use of Braille and audio tape. The use of electronic transmission/diskettes for provision of alternative formats is addressed, as are the uses and costs of diskettes and CD-ROMs.

The questions apply to schools in both the public and private system and span the full range of kindergarten through twelfth-grade institutions. They are meant to assist parents in evaluating whether the school is providing a demanding education that emphasizes traditional academic subject areas. The questions address the mission statement and goals of the school, the intellectual life of the school (including how the school deals with students with learning disabilities and gifted students), the ethical life of the school, the preparation and attitudes of the administration and faculty, student assessment, the school's approach to parents, the use of technology, and the costs of education and extracurricular activities. Many questions are followed with comments that point out important related concerns. (CR)

ED 405 707 EC 305 427

Geffner, Richard, Ed.
Family Violence & Sexual Assault Bulletin, 1995.
PUB DATE- 95
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Abuse; *Family Violence; Interdisciplinary Approach; *Intervention; Participant Satisfaction; Program Effectiveness; Resource Materials; *Sex Role; *Sexual Abuse
IDENTIFIERS- *Testimony

This document consists of the two combined issues of this serial (FVSAB) published in 1995: n1-2 and n3-4. Number 1-2 begins with editorial comments regarding the development of standards to regulate the treatment of batterers and to regulate therapy in sexual abuse cases. The first article in this issue focuses on gender-based abuse and discusses the power dynamics that underlie the gender-role socialization at the root of much of this abuse. The second article describes a university-based workshop in interdisciplinary approaches to child abuse and neglect, and the third article presents an event-focused model for preparing children to testify in court. Number 3-4 begins with editorial comments on the need to develop and implement assessment-based intervention. The first article in this issue describes the findings of a 1991 survey examining client utilization of and satisfaction with services provided by child abuse counselors. The second article deals with evaluating child sex abuse allegations, and the third article discusses gains and process in state batterer programs and standards. Both issues contain reviews of books and media dealing with abuse and extensive classified guides to family violence and sexual abuse literature. (References accompany each article.) (CR)

ED 405 708 EC 305 428

Star, Nonnie; Shadoff, Sander
Understanding Learning Disabilities and Substance Abuse.
PUB DATE- 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Coping; *Disability Identification;

objectives, suggested teaching techniques and materials, and language and culture content of the curriculum, and a series of 15 instructional units. The units contain suggested instructional objectives and materials, procedures for classroom activities, song lyrics, visual aids, and extension activities. Unit topics include: China's land and people; where the Chinese live; introducing oneself; greetings; friends; Chinese geography; daily life in China; numbers; the Lunar New Year; family; games and social activities; the household and locating items; colors; clothing; and health and illness. Contains several reference lists and bibliographies. The student activity book contains readings, visual aids, and exercises. (MSE)

ED 405 728 FL 024 203

Kinoshita, Waunita
Korean Language & Culture Curriculum: Teacher's Manual and Student Activity Book.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 95
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; Class Activities; *Conversational Language Courses; Course Content; *Cultural Awareness; Curriculum Design; Daily Living Skills; Education; FLES; Foreign Countries; Games; Geography; Grade 4; Grade 5; Holidays; Instructional Materials; Intermediate Grades; Interpersonal Communication; *Korean; *Korean Culture; Lesson Plans; Number Systems; Orthographic Symbols; Second Language Instruction; *Second Languages; *Sociocultural Patterns; Songs; Teaching Guides; Uncommonly Taught Languages; Visual Aids

The curriculum is designed to introduce Korean language and culture in grades 4 and 5, and consists of a teacher's manual and student activity book. The teacher's manual contains: an introductory section describing the curriculum's content and objectives, making suggestions for classroom interaction and discussions, and listing needed instructional materials for each unit; 19 lesson plans, each outlining objectives and procedures; and visual aids, games, recipes, readings, and other supplementary materials; and an annotated bibliography of 48 additional resources. Unit topics include: introduction to Korean culture; the Korean alphabet; greetings; the role of language; spelling and writing in Korean; schools; classroom relationships; identifying objects; counting and calendars; introducing oneself and others; family; Korean neighborhoods; food and markets; Korean communities in the United States; and national holidays and festivals. The student activity book contains exercises for the 19 lessons and the same visual aids, games, recipes, readings, and bibliography. (MSE)

ED 405 729 FL 024 207

Problemen zijn uitdagingen. Verslag van een studiereis naar de Verenigde Staten, van 21 april tot 7 mei 1995. (Problems Are Challenges. Report of a Study Tour in the United States, from April 21 to May 7, 1995).
PUB DATE- 95
NOTE- 39p.

oriented decisions emanating from the seminars of heads of African universities which took place on the themes of: the mission of the African university (Accra, 1991); restructuring the African university (Dakar, 1992); and the resources and management of the African university (Alexandria, 1993). The document elaborates on enhancing potential, improving management processes, and achieving sustainable performance and, thereby, improving capacity and capability for accomplishing each university's mission. It suggests preparing comprehensive university business plans and management action to indicate the structural changes and systems management that the university will use in pursuit of its mission. The paper indicates the need for each institution to work in partnership with other higher educational institutions. The document makes 25 recommendations for action, and then provides, in four parts, the basis of the recommendations. Part I discusses historical issues in the role of African universities. Part II indicates the need for interpreting university governing instruments in a way that facilitates performance toward the university's mission. Part III focuses on making the university a successful enterprise through innovative, entrepreneurial, effective, and efficient management. Part IV suggests engaging in institutional self-examination and disseminating findings. (JDD)

ED 405 748 HE 027 182

Priority: Africa Programme of Action Proposed by Director-General (1990-1995). Development of Higher Education in Africa--The Accra Seminar (25 - 29 November 1991).
PUB DATE- 92
NOTE- 56p.; For related documents, see HE 027 181-184.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Proceedings (021)
DESCRIPTORS- *College Administration; Cost Effectiveness; Developing Nations; Developmental Programs; *Educational Development; Foreign Countries; Higher Education; *Institutional Mission; Institutional Role; Leadership; *Resource Allocation; Universities
IDENTIFIERS- *Africa

A reflection and training workshop held in Accra (Ghana) brought together African university presidents, vice-chancellors, rectors, and top-level administrators to discuss three themes: first, the nature and functions of higher education institutions; second, leadership and organization of the higher education institution; and, third, resource planning/allocation and cost effectiveness. This proceedings document summarizes the presentations made and the discussion that took place in these three theme areas. A summary of the participants' views and recommendations is presented, focusing on the mission of the African university, internal policy, operational strategies, interuniversity cooperation, management techniques, and financial policy. Appendixes contain: (1) the Legon statement on the future mission of the African universities; (2) texts of two opening addresses; (3) a summary of background documents prepared for discussion; (4) a list of participants; and (5) a list of working documents. (JDD)

ED 405 749 HE 027 183

Priority: Africa Programme of Action Proposed by the Director-General (1990-1995). Development of Higher Education in Africa--

completed by the chief executives; the remainder were completed by assistant chief executives or other administrative personnel. Nearly 60 percent of the respondents had more than 20 years of experience in the public sector, though less than half reported having some sort of public administration education. Like their American counterparts, British public administrators were less familiar with scholarly journals in public administration and more familiar with practitioner journals, and felt that research and numeracy skills were not very important. Respondent opinions on the value of public administration degrees and courses, specific management skills and competencies, and public policy issues are reported. A copy of the survey questionnaire is appended. (Contains approximately 180 references.) (MDM)

ED 405 768 HE 030 006

Coming of Information Age in California Higher Education.
PUB DATE- Feb 97
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Computer Assisted Instruction; Computers; *Computer Uses in Education; Distance Education; Equipment Utilization; Higher Education; *Information Technology; Internet; Program Descriptions; *Technological Advancement; *Universities
IDENTIFIERS- *California; California Community Colleges; California State University; University of California

This report presents an overview of some of the major issues facing California higher education as it moves into the Information Age. It reviews previous California Postsecondary Education Commission reports on educational technology back to 1979, noting the changing emphasis of those reports from a preoccupation with distance learning to a broader consideration of technology's effects on all aspects of campus life. The report provides descriptive summaries of the ways in which the California Community Colleges, California State University, and University of California systems have incorporated technology in their regular operations, especially in regard to connectivity and infrastructure, teaching and learning, administration and student services. It also examines the possible effects of new technological delivery systems on student learning, particularly in regard to distance education. Three appendixes provide a glossary, a short primer on the Internet, and examples of technology and telecommunications projects being undertaken by California Community Colleges. (Contains 41 references.) (MDM)

ED 405 769 HE 030 007

Sturm, Pamela S.
The Impact of West Virginia State College on the Kanawha Valley: A Case Study of the Benefits of Higher Education.
PUB DATE- Jun 96
NOTE- 18p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Role; *Community Services; *Economic Impact; Financial Support; Higher Education; *State Colleges
IDENTIFIERS- *West Virginia State College

Continuing Education Association programs. An introductory section, which explains what independent study is and how it works, is highlighted by profiles of individuals who have traveled this route. Another short section explains how to use the catalog listings. The catalog listings themselves provide short profiles of participating institutions, including cost and whom to contact. Course listings are indexed by type of course--elementary, high school, college, graduate, noncredit--by subject area, and by specific title and section number. There are also cross-indexes by geography, by schools offering external degree programs and certificate programs, and by major areas of study and subject areas. (CH)

ED 405 789 HE 030 060

Immerwahr, John
Enduring Values, Changing Concerns: What Californians Expect from Their Higher Education System.
SPONS. AGENCY- California Higher Education Policy Center, San Jose.
PUB DATE- Mar 97
NOTE- 39p.; This report is based on a research study designed and conducted by Ali Bers, Steve Farkas, and Will Friedman.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Educational Assessment; *Educational Attitudes; Educational Benefits; Educational Objectives; Educational Planning; Higher Education; Latin Americans; Public Colleges; Public Education; *Public Opinion; Public Support; Role of Education; Spanish Speaking; State Surveys; State Universities; Surveys; Trend Analysis
IDENTIFIERS- *California; Latinos

This report compares two studies, one conducted in 1993 and the other in 1996, that examined public attitudes toward higher education in California. Grouping the findings as enduring values, changing concerns, and "dealing with the next tidal wave," the report concludes that Californians: believe education is essential for a decent job and middle-class lifestyle; believe that no qualified or motivated person should be denied an education for lack of money; are less anxious in 1996 than in 1993 about access to education, and less likely to call for fundamental overhaul of the public higher education system; are more resistant to price increases; are more likely to value a college education for what is learned; support more effective use of higher education facilities and making college-level courses available to high school seniors; support building new campuses and allowing students to go to private institutions; support the use of new technologies; favor supporting students rather than institutions; do not want to limit access; and have mixed reactions on who should bear responsibility for change. A special section focuses specifically on Latinos' views of higher education, noting that they are more likely than the population at large to view higher education as extremely important. (CH)

ED 405 790 HE 030 061

Ten Facts about Tuition at Independent Colleges and Universities. A Report from the National Association of Independent Colleges and Universities.
PUB DATE- 97
NOTE- 17p.

IDENTIFIERS- Barriers to Implementation

This paper describes one educator's experience with creating multimedia presentation materials for a college computer literacy class. The paper discusses: selecting software--the decision between authoring software and presentation software; selecting hardware--what type of computer systems to select, and issues when classrooms are equipped with different computer systems; deciding in what type of course to test the new multimedia system; developing multimedia instruction that is effective without being distracting; maintenance and difficulties in implementation; student reaction; and other uses for multimedia within the school such as a multimedia library map, presentations for guests, and library tutorials. The significant time spent learning how to develop and implement multimedia instruction has been rewarded with useful and effective teaching materials, tutorials used on campus, and workshops which help defray conference costs and enable instructors to stay current with other colleges and universities' use of multimedia and the Internet. (SWC)

ED 405 810 IR 018 250

Ayersman, David J.; And Others
Creating a Computer Competency Requirement for Mary Washington College Students.
PUB DATE- 96
NOTE- 8p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College Students; Computer Graphics; *Computer Literacy; Computer Mediated Communication; Computer Uses in Education; Higher Education; Hypermedia; Inservice Teacher Education; *Microcomputers; *Minimum Competencies; *Skill Development; User Needs (Information); World Wide Web
IDENTIFIERS- *Computer Use; *Mary Washington College VA

This paper describes the creation of a computer competency requirement at Mary Washington College (Virginia). The goal of the The goal of the requirement is to ensure that students acquire meaningful skills with technology, and that faculty increase their technological proficiency. The plan was developed based on a review of literature on other schools' approaches to teaching computer literacy. Phase One of the plan develops procedures for providing students with basic skills training in technology, which assure a minimal level of computer competency upon completion of the training. Phase One emphasizes five fundamental computing skills: creating a word processing document; creating a spreadsheet that involves calculations; accessing on-line information from the World Wide Web; using the campus computer network to send and receive information; and electronically locating topically relevant information within the campus library. In Phase Two, faculty develop a procedure and integrate technology into the curriculum. As faculty integrate technology more extensively across a diversity of academic areas, students will gain various experiences using technology. Supplementary skills taught in technology intensive courses may include: desktop publishing; programming; databases; creating web-based resources; translating file formats; graphics and drawing; and

The computerized "Assistant Prof" program at the University of South Carolina at Spartanburg is written in Lotus 1-2-3 to aid college professors in all their various administrative duties. The program performs four distinctive functions: (1) record keeping; (2) form producing; (3) grade calculating; and (4) feedback of student class standing as well as complex grade calculations and what-if analysis. The first three functions of the program are used to maintain students' names, identification, class attendance, class participation, homework performance, grades on writing assignments, points for extra credit, and grades on quizzes, tests and exams. Macros are selected from drop-down menus to allow the professor to enter information. Manual input, meaning that macros from drop-down menus are not used, is required for some of the record-keeping. In the student feedback component, macros create a bar chart, line graph, and a pie chart after each test. These can be given to every student in order to provide a visual aid of individual as well as class performance. In addition, based on a student's performance to date, the program can provide the scores that one must attain to reach a desired letter grade in the course. Attendance, class participation, chapter quizzes, chapter homework, and writing assignments equal one test called Test IV, which contains formulas that drop the students' lowest quiz score. Five figures provide examples of the worksheet with average grades and letter grades; student file folders; Test IV totals sheet; class graph and pie chart; and "what-if" analysis. (AEF)

ED 405 828 IR 018 268

Smith, Carol L.; Nealon, Bonnie M.
Developing a CWIS--It's Not a Computing Center Project.
PUB DATE- 96
NOTE- 11p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer System Design; Higher Education; Information Networks; Online Systems; Program Development; Strategic Planning; Total Quality Management; *World Wide Web
IDENTIFIERS- *Campuswide Information Systems; *DePauw University IN

In December 1994, DePauw University (Greencastle, Indiana) began developing plans for creating its World Wide Web-based campus wide information system (CWIS), DePauwINFO. Thirteen team members were recruited whose interests were intentionally diverse to ensure a broad representation of the entire campus community. A project timeline was proposed that involved two key milestones: developing a prototype CWIS to show at public open houses during Alumni Weekend; and continuing development over the summer, to finish the production by the beginning of the fall semester. To aid in defining the CWIS mission, five subcommittees were formed, each responsible for a major component of the development. When finished, the prototype CWIS contained more than 100 Web documents, and it illustrated a variety of Web capabilities ranging from simple text-based pages to ones with graphics, online forms, and searchable databases. Advertising bookmarks were developed and mailed to alumni and prospective students. Information sponsors were designated and contacted; sponsors then designated information topics to be discussed in upcoming town meetings, developments and issues related to Goals 2000, and news of state and local planning for Goals 2000. Also included in this series of issues are updates on Family Involvement Partnership for Learning, reports of other types of partnerships in education, and discussion on budgets and educational standards. (AEF)

ED 405 846 IR 018 295

Bodilly, Susan; Mitchell, Karen J.
Evaluating Challenge Grants for Technology in Education: A Sourcebook.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Oriented Programs; Computer Uses in Education; *Educational Innovation; *Educational Technology; *Evaluation Methods; Evaluation Utilization; Federal Aid; Federal Government; Formative Evaluation; Grants; Program Effectiveness; Program Evaluation
IDENTIFIERS- *Challenge Grants; Department of Education

The U.S. Department of Education awarded 19 Challenge Grants for Technology in Education in fiscal year 1995 and an additional 24 in fiscal year 1996. These large-scale development projects are intended to mobilize resources, develop technology-enabled learning environments, and provide lessons to others seeking to make effective use of technology in education. Each grantee is required to conduct a project evaluation. This sourcebook provides guidance and materials to support the development and implementation of evaluations by Challenge Grant project managers and evaluators. Since project proposals vary greatly, the sourcebook provides an over-arching approach to managing the evaluation process to make the most use out of the information being produced to improve project outcomes. Each project should have a single evaluation effort beginning during the planning stage and integrally involved throughout its operations. The evaluation provides: (1) the means for developing and communicating expectations; (2) regular feedback to project leaders and other participants; (3) documentation of project outcomes and lessons learned; and (4) accountability to funders and key stakeholders. The sourcebook covers: evaluation as a part of planning and improvement; evaluation design issues; tracking and documenting progress using portfolios; and guidance for managers and evaluators. Appendices include formats, templates, and an example progress portfolio; annotated bibliography on educational evaluation; list of contacts; and sample planning and data collection instruments. (Contains 28 references.) (SWC)

ED 405 847 IR 018 296

CNN Newsroom Classroom Guides. March 1-31, 1997.
PUB DATE- Mar 97
NOTE- 102p.; Guide for Friday, March 7 has incorrect date headings, and there is no guide for March 27. Document is a copy downloaded from the Internet.
LANGUAGE- English

(150)
DESCRIPTORS- *Academic Libraries; Cost Effectiveness; Efficiency; Foreign Countries; Higher Education; Library Administration; *Library Planning; *Library Services; *Measurement Techniques; *Organizational Effectiveness; Strategic Planning; User Needs (Information)
IDENTIFIERS- Historical Background; Impact Evaluation; *Performance Indicators; Service Quality; *University of South Africa

Performance measurement at the University of South Africa (Unisa) library is integrated in its planning and review procedures and is continuously adapted and improved. This paper traces the development of performance measurement at Unisa over more than a decade. Performance measurement provides an indication of how good or bad the library is doing in relation to its goals and objectives and highlights problem areas to be addressed. Advantages of performance measurement at Unisa include the six-monthly planning cycle, which encourages the staff to focus on key performance areas; and the gradual development of the system, which has resulted in general agreement on all the objectives. Disadvantages to performance measurement include its time consuming nature; and the focus on the core business of the library and resultant overemphasis on operational goals. A recent strategic planning initiative and library restructuring resulted in a new performance review and planning approach with a more client oriented focus. Performance measures must be operationally significant, simple, meaningful, and must try to measure only things that are measurable. Performance measurement at Unisa has proven its value in the planning process and has assisted in improving and maintaining library service levels. The time and resources devoted to performance measure are regarded as an essential investment. Appendices include: library goals, objectives, standards, and achievements over time; reasons for performance failure (1994); interlending performance measurement and objectives (1990-1994); performance review and management planning report for the Document Delivery Division (August 1995); and performance indicators for the library and its individual divisions. A brief discussion with the author is provided. (SWC)

ED 405 865 IR 056 294

Carmel, Michael
Using Contracts To Improve Quality.
PUB DATE- 95
NOTE- 11p.; Paper presented at the Northumbria International Conference on Performance Measurement in Libraries and Information Services (1st, Northumberland, England, August 30-September 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Contracts; Cost Effectiveness; Foreign Countries; Library Administration; Library Cooperation; Library Funding; Library Personnel; Library Planning; *Library Services; Library Surveys; Measurement Techniques; *Organizational Effectiveness; Organizational Objectives; *Quality Control; *Regional Libraries; Users (Information)
IDENTIFIERS- England (Surrey); *Health Information; Historical Background; *Performance Indicators; Service Quality; Site Visits

The South West Thames Regional Library Service (England) uses

The Centre for Information Quality Management (CIQM) was set up by the Library Association and UK (United Kingdom) Online User Group to act as a clearinghouse to which database users may report problems relating to the quality of any aspect of a database being used. CIQM acts as an intermediary between the user and information provider in obtaining solutions and collects statistics on database quality issues which they provide to the information industry. CIQM has proposed "Data Labelling" as a means by which users can be made aware of database capabilities and limitations. Database Labels are short specifications that include a qualitative assessment of a database's performance. Labels would be created by the information provider and include a complete statement of subject coverage, the total number of records, detailed geographic, language and time coverage, and simple statements of policy on points such as indexing and inclusion. Labels would have a uniform appearance in order to distinguish them from other documentation, and would be generated regularly, ideally with each product update. If Labels were accredited by an impartial agency, their value would be significantly enhanced, and Labels would then serve as a guarantee of product quality. Ways to implement labeling, implications, and barriers are discussed. (SWC)

ED 405 881   IR 056 310

Alston, Ruth
From Rationale to Results: Implementing Performance Indicators in a Public Library.
PUB DATE- 95
NOTE- 10p.; Paper presented at the Northumbria International Conference on Performance Measurement in Libraries and Information Services (1st, Northumberland, England, August 30-September 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Definitions; Evaluation Methods; Foreign Countries; *Library Administration; Library Personnel; *Library Services; Library Standards; *Measurement Techniques; *Public Libraries; Users (Information)
IDENTIFIERS- Barriers to Implementation; England (London); *Performance Indicators; *Service Quality

This paper describes the theoretical design and practical implementation of a set of performance indicators in a public library system in London (England). Bromley Libraries has 15 branch libraries and serves 300,000 people. The need for improved management control by assessing performance and monitoring progress, library restructuring, and government initiatives all prompted the development of a set of performance indicators. This paper analyzes the aims and objectives of the project; how the indicators were selected; production criteria and the chosen set of indicators; what was learned from the project; and how the indicators are used in practice. Implementation challenges included: obtaining staff commitment which is crucial for the valid and continued use of the indicators; defining consistent terms; and ensuring validity, reliability, and credibility. The main advantages of the performance indicators are as a practical management tool for comparing branches over time, systematic stock provision, and more informed decisions; as a means of preempting problems; and as a platform for further informed questions. In public libraries, both what is measured and how the results are

State Regulation; Trustees
IDENTIFIERS- Computer Crimes; *Idaho; Legal Information; *Library Legislation

This new edition of the "Idaho Library Laws" contains changes through the 1996 legislative session and includes "Idaho Code" sections that legally affect city, school-community or district libraries, or the Idaho State Library. These sections include the basic library laws in "Idaho Code" Title 33, Chapters 25, 26, and 27, additional sections of law referred to in the basic chapters, and other select code sections of general applicability to Idaho libraries. In addition to the compilation of library laws, chapters are included on definitions and computer crime, limitation authority of trustees, and management of institutional funds. This publication should be used as both an orientation tool for trustees and librarians, and as a starting point for investigating legal questions that arise in the management of the library. Legal interpretation of the law should be left to a qualified attorney. The text of the laws are presented in numerical order by code section. Three appendices include a table of additional "Idaho Code" sections containing the word "library" or "librarian"; a list of the 1996-97 Idaho State Library Board and select list of Idaho State Library telephone numbers; and a subject index to "Idaho Code," Title 33, Chapters 25, 26, and 27. (SWC)

ED 405 902 IR 056 350

Libraries 2000: Allocation Plan for FY1997 LSCA Funds, Library Services and Construction Act. An Annual Outline and Description of Projects in Idaho Eligible under LSCA Titles I, II, and III.
PUB DATE- Jul 96
NOTE- 33p.; For 1995 plan, see ED 380 104.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Continuing Education; Federal Aid; Information Technology; Library Administration; *Library Cooperation; Library Development; *Library Funding; Library Networks; Library Personnel; Library Planning; Library Services; Program Descriptions; Public Libraries; Resource Allocation; *Shared Library Resources; Staff Development; State Aid; State Programs; *Statewide Planning; User Needs (Information)
IDENTIFIERS- *Idaho; Library Legislation; *Library Services and Construction Act

The Idaho allocation plan for funds from the Library Service and Construction Act (LSCA) continues the emphasis on priorities described in the statewide plan for years 1994-1998. These priorities are: (1) advocate for the creation of library districts with adequate tax support to serve the state's entire population; (2) strengthen cooperation and resource sharing between libraries, exploiting available and developing technological assets in a coordinated, collaborative fashion; and (3) expand continuing education programs for library staff and their governing boards. Six competitive projects and nine Idaho State Library (ISL)-administered projects fall under both Title I, Public Library Services, and Title III, Interlibrary Cooperation and Resource Sharing. A final project for public library construction is listed under Title II. Seven appendices list general and specific requirements for projects, the fiscal year grant cycle timeline, and eligibility requirements for LCSA. (SWC)

Foreign Countries; *Instructional Materials; *Literacy Education; Program Implementation; *Teaching Methods
IDENTIFIERS- *Indiana (Monroe County); *Papua New Guinea

A study compared and contrasted two adult literacy programs. The first, in Monroe County, Indiana, designated as a "print-rich" environment, is called Volunteers in Tutoring Adult Learners (VITAL); and the second, in the Western Highlands Province of Papua New Guinea (PNG), designated a "print-poor" environment is called Kaugel Non-Formal Education Association (KNFEA). The two situations have several features in common: they are community-based programs, they rely upon minimally trained tutors as instructors, they have been operating continuously since their inception, they owe a debt to outside assistance, and in their contexts both are innovative. The differences between the programs, however, are more dramatic. The people of Monroe County live in a society that greatly values literacy, an environment in which everyone is surrounded by printed material, and where nonliterate people are greatly disadvantaged. The people of PNG, on the other hand, live in a society where most people have not as yet accepted literacy as a community value, where there is little stigma attached to being nonliterate, and where there are few print resources. The Monroe County program has a wealth of adult literacy education materials from which to choose; students can be taught using materials that fit their interests. The PNG program uses mostly learner-written and produced booklets for teaching students. The Monroe County program also uses learner-generated materials and finds them an effective method of instruction. What the PNG program most lacks is the print-rich environment that would encourage--even necessitate--the acquisition of literacy skills. The success of volunteer tutors in Indiana bodes well for the PNG project; training them can go a long way toward the success of their program. (The following appendixes are included in the report: (1) bibliography on the Monroe County program; (2) diagram of the space allotted to the Indiana program; (3) profiles of Indiana tutors' use of available materials; (4) letters and reports from the director of the PNG program; and (5) interview with the former director of the Monroe County Public Library about the development of the adult literacy program.) (KC)

ED 405 454 CE 072 123

Women and Training in Europe. Fifty Projects which Challenge Our Traditions. A Compendium of Good Practice.
PUB DATE- Feb 95
NOTE- 75p.; Published at the initiative of the European Social Dialogue.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; Educational Practices; Education Work Relationship; Employment Qualifications; Equal Education; Foreign Countries; Integrated Curriculum; *Job Training; Labor Force Development; Nontraditional Education; *Nontraditional Occupations; Nontraditional Students; Position Papers; Postsecondary Education; School Business Relationship; Student Motivation; *Vocational Education; *Womens Education
IDENTIFIERS- *European Community

This document consists of descriptions of 50 projects that were selected as examples of good practice in providing relevant initial and continuing vocational training to women throughout the European Community regardless of their legal status, book contains 46 tables/figures and 81 end-of-chapter references. Appended are U.S. Department of Labor Standards for apprentice program registration and lists of the following: apprenticeable occupations; Bureau of Apprenticeship and Training state offices and state apprenticeship councils; labor commissioners'/regional directors' state-level contacts; and Bureau of Apprenticeship and Training regional offices. (MN)

ED 405 472 CE 073 669

Long, Ellen
The Impact of ABC Canada's LEARN Campaign. Results of a National Research Study.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- Jul 96
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Advertising; Foreign Countries; High School Equivalency Programs; *Literacy Education; Marketing; *Program Effectiveness; *Publicity
IDENTIFIERS- *Canada; *Literacy Campaigns

An impact study was conducted of ABC CANADA's LEARN campaign, a national media effort aimed at linking potential literacy learners with literacy groups. Two questionnaires were administered to 94 literacy groups, with 3,557 respondents. Findings included the following: (1) 70 percent of calls to literacy groups were from adult learners aged 16-44; (2) more calls were received from men in rural areas and from women in urban areas; (3) 77 percent of callers were native English speakers; (4) 80 percent of callers had not completed high school, compared with 38 percent of the general population; (5) about equal numbers of learners were seeking elementary-level literacy classes and high-school level classes; (6) 44 percent of all calls to literacy organizations were associated with the LEARN campaign; and (7) 95 percent of potential learners who saw a LEARN advertisement said it helped them decide to call. The study showed conclusively that the LEARN campaign is having a profound impact on potential literacy learners and on literacy groups in every part of Canada. (This report includes 5 tables and 24 figures; 9 appendixes include detailed information on the LEARN campaign, the participating organizations, the surveys, and the impacts on various groups.) (KC)

ED 405 473 CE 073 670

Anukam, Raymond I.; And Others
Industry/Education Staff Development That Is "Real."
PUB DATE- 7 Dec 96
NOTE- 30p.; Paper presented at the Annual Conference of the American Vocational Association (Cincinnati, OH, December 7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Needs; *Inservice Teacher Education; Needs Assessment; *Professional Development; Program Effectiveness; Technical Institutes; Two Year Colleges; *Vocational Education Teachers

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Employment Programs; Focus Groups; *Job Development; Job Training; Labor Force Development; Networks; On the Job Training; *Professional Development; Program Development; *Trainers; Unemployment

This packet contains seven short guides for activities that help work force development professionals develop their professionalism and establish ties with their peers. The guides cover the following topics: (1) building local peer networks; (2) meeting with other work force development professionals; (3) planning a roundtable; (4) sponsoring professional development workshops; (5) conducting an occupational focus group; (6) forming a training institute; and (7) forming a chapter of the National Association of Workforce Development Professionals (NAWDP). The guides provide step-by-step processes for developing and implementing the activities. The guide to forming a NAWDP chapter also contains a list of 21 resources available from the organization. (KC)

ED 405 492 CE 073 705

Perreault, Heidi R., Ed.
Classroom Strategies: The Methodology of Business Education. National Business Education Yearbook, No. 34.
PUB DATE- 96
NOTE- 212p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; *Business Education; *Classroom Techniques; *Educational Environment; Educational Technology; *Education Work Relationship; Employment Potential; Ethics; Job Skills; Postsecondary Education; School Business Relationship; Secondary Education; Student Evaluation; Student Motivation; Teaching Methods

Designed for classroom teachers, this refereed yearbook includes examples, resources, and success stories to assist business educators to provide their students with the necessary skills for success in work and in life. Part I, Examining Business and Education Environments, contains the following chapters: "Business and Industry Need Qualified Workers" (Wanda L. Stitt-Gohdes); "Successful Business Alliances" (Ruth K. Shafer); "Apprenticeships for Business Students" (Michael G. Curran, Jr.); "Business Teachers' Role in the School-to-Work Transition" (Joan W. Loock); "Programs Meeting the Needs of Business and Students" (Peter F. Meggison); and "Alternative Scheduling and Delivery" (Jacqueline M. Schliefer, Mary M. Crisp, and Ginny Held). Part II, Teaching in Today's Classroom Environment, contains six chapters: "Principles of Learning" (Colleen Vawdrey); "Diversity in the Classroom" (Beryl C. McEwen, Thaddeus McEwen); "Authentic Assessment" (Nancy D. Zeliff, Kimberly A. Schultz); "Technology as an Instructional Strategy" (Ivan G. Wallace); "Extending the Use of Cooperative Learning" (Joyce J. Caton); and "Innovative Teaching Strategies Motivate Students" (Kenneth J. Kaser). Part III, Invigorating the Business Curriculum, contains seven chapters: "Workplace Readiness Skills" (Marcia A. Anderson-Yates); "Applied Academics: Relevant Education" (E. Rebecca Limback, Bibiano Rosa); "Dealing with Change" (Bonnie J. White); "Team-Building Skills: Value-Added Education" (Melody Webler Alexander); "Developing Problem-Solving Skills" (Ann M. Remp);

for Children (T4C); and Design and Technology in the National Curriculum of England. Presented in section 2 are 29 abstracts of learning activities currently being used by Virginia teachers that integrate technology education into the general elementary school curriculum. Each abstract includes the following: description of the activity; school and teacher involved; contact principal; and grade level. Section 3 contains the names/addresses of consultants and resource persons for elementary school technology education and the information needed to order the following: books and resources guides for technology activities; magazines and articles about technology activities; videotapes, software, and multimedia materials; and materials, supplies, and manipulatives. (MN)

ED 405 509 CE 073 772

Adult Education Access Project.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 96
NOTE- 94p.; Contains 19 pages printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Adult Basic Education; Agency Cooperation; Career Counseling; *Career Exploration; Counseling Services; Daily Living Skills; Demonstration Programs; Information Dissemination; *Literacy Education; Mentors; Models; Program Development; Program Effectiveness; Records (Forms); *Referral; Resource Materials; State Agencies; Womens Education
IDENTIFIERS- 353 Project; *Pennsylvania (Erie County)

A project was conducted to improve access to adult education for clients of Pennsylvania's Erie Family Center. The project's primary objectives were as follows: include adult education services in the referral services provided to family center clients; expedite students' referral to adult education services; provide career counseling to individuals; and provide a library of materials for career counseling at the family center and a procedure for utilizing the materials. A model career exploration experience designed to provide learners with the tools to enter training, obtain a job, or identify barriers to employment was developed and implemented with nine adults, and a multiagency program for women that focused on information needed to achieve self-sufficiency/self-preservation was developed and offered to 10 women (8 of whom completed the program). (Appendixes constituting approximately 75% of this document contain the following: family center checklist; family center enrollment; family center needs assessment; flyers for Career Exploration Workshop to determine client needs; programs of Erie County flyer; table of contents for postsecondary schools; employability and career training guide; list of materials reviewed; recruitment materials; and request for additional tutors to continue the program. Also included is a manual for training mentors.) (MN)

ED 405 510 CE 073 774

Hawk, Kim; And Others
Computer Assisted Reading Instruction for the Adult Learner. A 353 Special Demonstration Project #99-6011.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

the four semesters subsequent to the summer program. Two years after dismissal, 64% of the treatment group and only 49% of the comparison group were enrolled at the university. The relative success of the intervention along with the low proportion of dismissed students participating in the program (16%) suggests a need for early and intensified efforts to attract dismissed students to the summer retention program. (Author/LSR)

ED 405 530 CG 027 551

Evans, Thomas J.
From A.B.D. Status to Ed.D.: A Successful Dissertation Support Group.
PUB DATE- Sep 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Collegiality; Cooperation; *Doctoral Dissertations; *Doctoral Programs; Graduate Students; Higher Education; *Social Support Groups
IDENTIFIERS- Western Michigan University

The formation of a doctoral dissertation support group can prevent feelings of being overwhelmed and offer valuable material and strategic resources for those pursuing an advanced degree. Doctoral programs are designed for students to collaboratively create a professional product--a dissertation--making use of their dissertation committees' expertise and advice. In the spirit of collaborative/collegial work, a dissertation support group can offer systematic assistance to fellow graduate students (beyond their supervising committees' input) by aiding them in remaining mentally focused and physically on task. This article describes the structure and activities of a successful dissertation support group organized by doctoral students in the Educational Leadership Department at Western Michigan University. It is recommended that graduate students in similar circumstances recreate the Western Michigan University Model in their local context and advance a discussion to enhance the graduation of doctoral students in greater numbers from their chosen programs of studies. Contains a list of 10 "Articles of Understanding" for members in the dissertation support group. (LSR)

ED 405 531 CG 027 558

Hau, Kit-Tai; Hui, Hing-fai
Theories of Intelligence, Achievement Goals and Learning Strategies of Chinese Students.
PUB DATE- Aug 96
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Foreign Countries; *Goal Orientation; Grade 7; High Achievement; *Intelligence; Junior High Schools; Junior High School Students; *Learning Strategies; Secondary School Students; *Sex Differences; Structural Equation Models
IDENTIFIERS- *Hong Kong

It has been suggested that students' belief of whether

Kinesthetic Methods; *Learning Modalities; Learning Strategies; Primary Education; Reading Instruction; Reading Research; Reading Skills; *Retention (Psychology); *Sight Vocabulary; *Tactile Stimuli; Visual Stimuli; *Word Recognition
IDENTIFIERS- Elizabeth City School District NJ

A study examined whether retention of sight vocabulary words could be increased by implementing the tactile modality to a visual, auditory, and kinesthetic based lesson. A total of 10 first-grade remedial reading students in Elizabeth, New Jersey, were assigned to control and experimental groups, with 5 students in each group. Upon completion of 7 weeks of learning a total of 30 sight vocabulary words, the students were tested for word retention. Results indicated that analysis of the data showed a minor difference between the number of words retained in the experimental group compared with the control group. Findings suggest, however, that the difference was not statistically significant. (Contains a table of data, related research, and 20 references.) (Author/CR)

ED 405 551   CS 012 739

Puorro, Michelle
The Whole Language Approach versus the Basal Reading Approach and the Effects on Reading Achievement Scores.
PUB DATE- May 97
NOTE- 48p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basal Reading; Classroom Research; Classroom Techniques; Comparative Analysis; Grade 1; Instructional Improvement; *Phonics; Primary Education; *Reading Achievement; Reading Comprehension; Reading Research; *Reading Skills; *Whole Language Approach
IDENTIFIERS- Big Books; California Test of Basic Skills; T Test

A study examined two first-grade classrooms implementing the whole language approach and two utilizing the basal reading approach to determine the differences, if any, between the treatments. The hypothesis was that the whole language reading approach when combined with a phonics program would not result in higher test scores on a standardized test than the basal reading approach combined with a phonics program. All four classes completed the required curriculum for the first grade. The 48 students in the whole language classes were instructed through the use of Big Books with whole class lessons and much writing incorporated into the program. The 47 students in the basal reading classes were instructed through the MacMillan basal series in reading groups.All four classroom teachers also included the same phonics program, separate from the reading program. The California Test for Basic Skills (CTBS) was administered to all four classes. The scores from the subtests of comprehension, word analysis, spelling and vocabulary were examined using t-tests. Results indicated rejection of the hypothesis of the study. Findings revealed that the basal series approach proved significantly better than the whole language approach. (Contains 5 tables of data, related research, 22 references, and 4 pages of test scores.) (Author/CR)

ED 405 552   CS 012 740

Burke, Mary Ellen
Does the Teaching of Active Learning Strategies Improve the

expectations for all students; (7) masterful classroom management; and (8) an awareness of purpose. Results complemented earlier survey data that highlighted the complexity of primary literacy instruction. These data and the previous survey results provide convergent support for the conclusion that truly outstanding primary-level literacy instruction is a balanced integration of high-quality reading and writing experiences and explicit instruction of basic literacy skills. (Contains 66 references and 3 tables of data. Appendixes present interview protocols, sample questions asked of teachers, and a sample model presented to a teacher during an interview.) (Author/RS)

ED 405 570 CS 012 759

Brody, Gene H.
The Links of Family Processes with Children's Academic and Psychosocial Competence in Rural Single-Parent African American Families.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; *Family Environment; Home Management; Money Management; *Mothers; *Parent Child Relationship; Parenting Skills; Parent Role; Primary Education; *Religious Factors; *Rural Family; Teacher Behavior
IDENTIFIERS- *African Americans; Georgia

A study examined the links among mothers' endorsement of developmental goals, use of competence-promoting parenting practices, youth self-regulation, and academic and psychosocial outcomes. A sample of 175 single-mother-headed African American families with a 6- to 9-year-old child was recruited from nonmetropolitan counties in Georgia. Interviews and videotapes of mothers and children interacting were conducted over a 3-year period. A conceptual model that included maternal education, maternal religiosity, and the adequacy of family financial resources was tested. Results indicated that (1) more highly educated mothers perceived their finances to be adequate, had better relationships with their children, and were more involved with their children's schools; (2) mothers who were more religious used "no nonsense" parenting practices more often, had better relationships with their children, and were more involved in the children's school activities; (3) mothers who perceived less financial stress believed themselves to be more efficacious parents, enforced more competence-promoting developmental goals, and used more competence-promoting parenting practices; and (4) greater financial resources were linked with less maternal depression and more maternal optimism. Data were collected from 130 of the children's elementary classroom teachers. Both teachers and children completed a five-item measure to assess teachers' classroom practices. Results indicated that more competence-promoting parenting and more effective teaching were associated with greater self-regulation and higher levels of social competence in the children, which was associated with better psychosocial outcomes. (Contains seven figures of data.) (RS)

ED 405 571 CS 012 760

Congo, Dorene

(ED), Washington, DC.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classroom Environment; Classroom Research; Critical Reading; High Schools; *Humanistic Education; *Individual Development; *Social Change; *Student Empowerment
IDENTIFIERS- *Dialogic Communication; New York (Upstate); Reflective Thinking; *Response to Literature; Womens Ways of Knowing

Developing students' ability to use multicultural perspectives and knowledge to think about literature, history, and society is emerging as an important part of a pluralistic approach to education. In New York State, an ethnographic study was conducted over 2 school years by a pair of English and social studies teachers with pluralistic goals for curriculum and pedagogy; a case study of one female student was embedded within the study. The interdisciplinary classroom context evolved into a democratic classroom culture where difference became valued. Reading texts from different cultural perspectives, engaging in open-forum discussion and writing, and participating in other dialectical activities fostered student awareness of the multiple, sometimes conflicting languages for understanding texts and social issues. Participation in the class influenced individual students differently in their response or resistance. The female student in the case study moved from a profound silence that she told the class came from being abused as a child, to an anger toward social injustice and apathy, to attempts to understand the causes/effects of injustice, and finally, to recognition of herself as an agent of social change. Her personal engagement-involvement with literature and biographical stories prompted deep emotional awareness which energized her transformation as seen in her discussion and writing--a story which comes out as she engages in the critically reflective dialogues of the class, discovers the power of her own voice, and creates a connected way of knowing. (Contains 38 references.) (NKA)

ED 405 591 CS 215 773

Meskill, Carla; And Others
Tools for Supporting Response-Based Literature Teaching and Learning: A Multimedia Exploration of the Beat Generation. Report Series 2.29.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; *Computer Software Evaluation; Educational Technology; High Schools; *Hypermedia; Literature Appreciation; Multimedia Instruction; *Multimedia Materials; Student Reaction; Two Year Colleges; *Writing Instruction; Writing Research
IDENTIFIERS- *Beat Generation; Hudson Valley Community College NY; Multimedia Technology; *Response to Literature

A project reviewed 54 commercially available multimedia products with literature as the subject matter, to determine what

Merriam, Allen H.
Communication in Latin America: (A Basic Bibliography).
PUB DATE- Apr 85
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Cultural Context; Foreign Countries; *Latin American Culture; Rhetoric; *Speech Communication
IDENTIFIERS- Chicanos; Chicano Studies; *Communication Behavior; *Latin America; Rhetorical Stance

This 35-item bibliography lists journal articles and books published between 1928 and 1984 on the subject of communication in Latin America. Most of the selections are in English, but a few are in Spanish. The bibliography includes a special section on Chicano communication. (RS)

ED 405 613 CS 508 511

Garner, Thurmon; Logue, Cal M.
Black American Rhetorical Studies: A Selected Bibliography.
PUB DATE- Sep 84
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Blacks; *Cultural Context; Educational Resources; Females; Religious Factors; *Rhetoric; Rhetorical Criticism; *Rhetorical Theory
IDENTIFIERS- Discourse Communities; Rhetorical Strategies

This 83-item bibliography stresses the efforts of blacks to communicate publicly and persuasively to a world often hostile to their interests and purposes. Entries in the bibliography are categorized into six sections: bibliographies, rhetorical documents, general collections, learning resources, theoretical analyses, religious studies, and critical studies. The books and journal articles listed in the bibliography were published between 1925 and 1984. (RS)

ED 405 614 CS 508 512

Gillespie, Patti P.
Dramatic Theory: A Selected, Annotated Basic Bibliography.
PUB DATE- May 84
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Anthologies; *Drama; *Dramatics; Intellectual Disciplines; Literary Criticism; Literary Genres
IDENTIFIERS- *Dramatic Theory

Noting that "reputable" theorists differ widely on even the most fundamental assumptions concerning the scope, principles, and methods proper for studies in dramatic theory, this annotated bibliography provides an overview of the discipline and suggests the wide range of opinions and methods present within it. While emphasizing recent theoretical statements, the bibliography also includes significant historical documents and reductive commentaries. The bibliography lists eight anthologies (published between 1947 and 1974) and annotations of 31 individual works (published between 1920 and 1981). (RS)

ED 405 615 CS 509 452

Distribution, and Transmission" (James B. Greenberg); (20) "What No Bedtime Story Means: Narrative Skills at Home and School" (Shirley Brice Heath); (21) "Research Into Practice: Teaching Mathematics and Thinking" (Edward A. Silver, Margaret S. Smith); and (22) "QUASAR Quantitative Understanding Amplifying Student Achievement and Reasoning" (Edward A. Silver). (MLH)

ED 405 632 EA 025 089

Lezotte, Lawrence W.; Jacoby, Barbara C.
Sustainable School Reform: The District Context for School Improvement.
PUB DATE- 92
NOTE- 293p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Change Strategies; Educational Assessment; Educational Change; *Educational Improvement; Educational Planning; Educational Quality; *Effective Schools Research; Elementary Secondary Education; Program Implementation; *School Districts; *School Effectiveness

This guidebook offers strategies for creating a district context that is conducive to initiating and sustaining school improvement. Designed to provide resources for those working at school district level, the five stages of the school-improvement process are based on effective-schools research--organize, focus, analyze, develop, and implement/evaluate. Following the introduction, the first section offers an overview of the development of effective-schools research. The following sections focus on steps to achieve each of the stages involved in developing a district plan for school improvement: (1) Organize--"What does this district need to know?" (change, characteristics of an effective district, roles and responsibilities of school district personnel, stakeholder involvement); (2) Focus--"Where does the district want to go?" (getting started, demographics, beliefs and mission, district learner outcomes); (3) Analyze--"Where is the district now?" (data disaggression, learning environment (correlates), accreditation--local, state, and national); (4) Development--"How will the district get there?" (12-K student learner outcomes, alignment (curriculum, instruction, assessment), monitoring student learner outcomes, building-based improvement planning); and (5) Implement and Evaluate--"How will the district know it got there?--(building-based improvement plans, personnel evaluation systems, monitoring school improvement--district and building; implementation and continuation). Appendices contain strategic assumptions of the effective-schools process, correlates of effective schools: the first and second generation, instruments for assessing characteristics of an effective school, and two examples of Indicators of School Effectiveness District School Improvement Staff Perceptions Survey (30 pages). (Contains 54 references.) (LMI)

ED 405 633 EA 027 600

Oaks-Davidson, Judy
Suicide Prevention, Intervention, & Postvention: A Comprehensive Approach.
PUB DATE- Feb 96

school-bus standards; driver education; funds to state and local agencies to provide employment and training services under the Job Training Partnership Act (JTPA); and radio-television agreement. (LMI)

ED 405 652 EA 028 292

Conley, David T.
Performance Standards.
PUB DATE- Apr 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *Academic Standards; *Competency Based Education; *Educational Assessment; Elementary Secondary Education; International Education; *Performance Based Assessment; *Standards; State Standards; *Student Evaluation
IDENTIFIERS- *Oregon School Study Council

Standards-based systems generally require students to meet the performance level specified in order to proceed or be certified. This issue of the Oregon School Study Council (OSSC) Bulletin surveys the types of standards currently being proposed. After an introductory chapter, chapter 2 describes eight components of standards, illustrated with a mathematics skill standard drawn from Oregon's Proficiency-based Admission Standards System (PASS). The chapter also discusses opportunity-to-learn standards and gives two examples of performance-standard systems. Chapter 3 describes initiatives and work on standards at the international, national, state, and local levels. The fourth chapter examines the future of standards. To date, business has been the primary advocate of educational standards. This is because: (1) the language of standards is familiar to business; (2) business sees itself as a consumer of the products of the education system; (3) many industries need smarter consumers and workers. Finally, higher education institutions may end up supporting standards as a consistent quality-control tool that prepares students for college work. (Contains 16 references.) (LMI)

ED 405 653 EC 301 381

Wasow, Eileen; Ruhf, Robin
Safe Spaces: Drug and Alcohol Prevention Education for Special Needs and Drug Exposed K-2 Children and Videotape. Guide to the Staff Development Video Program for K-2 Special Needs Educators.
SPONS. AGENCY- Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
PUB DATE- 92
NOTE- 13p.; Videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Alcoholism; Classroom Environment; *Classroom Techniques; Drug Abuse; Early Childhood Education; Early Intervention; Elementary Education; *Inservice Teacher Education; Prevention; *Special Needs Students; Staff Development; *Substance Abuse; Videotape Recordings

This guide is intended to accompany a staff development videotape which attempts to: (1) heighten awareness regarding attitudes, their families. (Contains approximately 180 references.) (DB)

ED 405 670 EC 305 368

AAUAP 1996 Resource Guide to Organizations Concerned with Developmental & Related Disabilities.
PUB DATE- 96
NOTE- 312p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agencies; *Developmental Disabilities; Federal Programs; Higher Education; *Mental Retardation; *Organizations (Groups); *Programs

This directory provides a comprehensive guide to the staff of agencies and organizations concerned with mental retardation, developmental disabilities, and related disabilities. Street addresses, contact numbers (phone or fax), e-mail addresses, Web page addresses, and names of individuals holding staff positions are usually provided for each organization. Individual sections list information and contacts for University Affiliated Programs (UAPs) and Maternal and Child Health (MCH) Leadership Education in Neurodevelopmental Disabilities Programs; Mental Retardation/Developmental Disabilities Research Centers; MCH Bureau and its programs; Office of Special Education and Rehabilitative Services; National Institute of Child Health and Human Development Administration for Children, Youth and Families; State Directors of Developmental Disabilities Services; and other interest groups. (DB)

ED 405 671 EC 305 370

The EEN Triangle of Support: A Guide for Parents. Revised Edition. Bulletin No. 97132.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 35p.; For related document, see ED 340 157.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Decision Making; *Disabilities; Disability Identification; *Due Process; Elementary Secondary Education; Hearings; Individualized Education Programs; Legal Responsibility; *Parent Rights; *Special Needs Students; *State Standards; Student Evaluation; Student Placement; *Student Rights
IDENTIFIERS- *Wisconsin

This handbook for parents explains how Wisconsin schools must go about finding, evaluating, developing programs for, and placing children with exceptional educational needs (EEN). The first section covers identification of EEN children, including Child Find, screening, and referral. The next sections look at evaluation of children by a multidisciplinary team, requirements of the Individualized Education Program, the placement process, and the hearing and appeal process. Procedures for filing complaints with the Office for Civil Rights, based on the Individuals with Disabilities Education Act, and with the school district, based on Wisconsin law, are specified. Specific rights of parents and children are then

Next, broadcast media and captioning are explained with cost information. In the section on resources, a suggested order form is provided, as are a list of large print computer programs for on-screen viewing, and a list of vendors and organizations that provide technical assistance. (Author/DB)

ED 405 690   EC 305 400

Wang, Margaret C.
Designing and Evaluating School Learning Environments for Effective Mainstreaming of Special Education Students: Synthesis, Validation, and Dissemination of Research Methods. Final Report (September 1, 1987-December 31, 1989).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 90
NOTE- 306p.; For sections of this report separately analyzed, see EC 305 401-406.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Check Lists; Educational Environment; Educational Innovation; *Educational Objectives; Educational Principles; Elementary Secondary Education; Instructional Design; Instructional Effectiveness; *Learning Processes; *Mainstreaming; *Mild Disabilities; *Performance Factors; Regular and Special Education Relationship; Research Methodology

This final report describes activities and accomplishments of a 2-year (1987 through 1989) project on the design and evaluation of specific marker and student outcome variables in school learning environments for effective mainstreaming of students with mild disabilities. The report is organized into eight sections; these include a project overview that details the goals and accomplishments of each of the project's three phases and descriptions of the seven deliverables. The three phases of the project were: (1) identification of major factors and variables important to student outcomes; (2) development and validation of the Consensus Marker-Outcome Variable System (CMOVS); and (3) dissemination of findings and use of the CMOVS. The seven deliverables included in the report are: (1) a master list of variables included in the CMOVS and their definitions; (2) a meta-review of the research literature on variables important to learning; (3) variables important to learning as rated by professionals in the field; (4) research design, measurement methodologies, and procedures utilized; (5) a second study of variables important to learning; (6) a decision-making framework for descriptions of innovative education programs; and (7) a checklist for description of features of programs that aim to accommodate mainstreamed special education students effectively in regular education settings. (Individual components contain extensive references.) (DB)

ED 405 691   EC 305 401

Wang, Margaret C.; And Others
Variables Important to Learning: A Meta-Review of Reviews of the Research Literature.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 90
NOTE- 50p.; In: Designing and Evaluating School Learning Environments for Effective Mainstreaming of Special Education

Etiology; *Learning Disabilities; Self Destructive Behavior; *Self Evaluation (Individuals); *Stress Management; *Substance Abuse

This guide is designed to assist people with learning disabilities to recognize their disabilities and the connection between learning disabilities and substance abuse. It begins by defining learning disabilities and providing a self-test checklist for common signs and symptoms of learning disabilities. Difficulties with organization, memory, spoken or written language, attention and concentration, sensory and motor response, and social behavior are assessed. Self-assessments of childhood experiences and adult experiences follow, along with a description of types of learning disabilities. The guide then delves into how learning disabilities can affect a person's life, including dependency on alcohol or other drugs. A self-assessment for substance dependence is provided and strategies for getting help and coping with the disability in one's personal life and at the workplace are identified. The last part of the guide provides a strengths inventory and discusses how to prevent substance abuse relapse, including coping techniques. The guide includes organizational and media resources. (CR)

ED 405 709 EC 305 429

A Consumer's Guide To Outcomes in Early Childhood Intervention.
SPONS. AGENCY- Illinois Planning Council on Developmental Disabilities, Springfield.
PUB DATE- 96
NOTE- 28p.; This guide is a companion piece to ED 397 568.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Collection; Developmental Delays; *Disabilities; *Early Intervention; *Evaluation Criteria; Evaluation Methods; Family Needs; Family Programs; Infants; *Outcomes of Treatment; Preschool Children; Preschool Education; Program Evaluation; Toddlers
IDENTIFIERS- *Performance Indicators

This collection of 21 suggested outcome measures for early childhood intervention services is designed to assist families in evaluating the quality of early intervention services they receive. The measures apply to all types of service and support program models for children with various developmental delays and/or disabilities and their families. The measures are appropriate for home-based, center-based, and community-based service delivery models. The outcome measures evaluate eight areas, including family involvement in choosing services; family involvement in goal determination; the rights of children and families; respect for families; health and safety of the children; relationships; security; and family satisfaction with services. For each of the measures, the values underlying the desired outcome are explained and suggested questions are provided that are indicative of the quality of the program or service. (CR)

ED 405 710 EC 305 430

Lewis, Joan D.; Karnes, Frances A.
A Portrayal of the Gifted in Magazines: An Initial Analysis.
PUB DATE- 96

LANGUAGE- Dutch
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Community Colleges; Counseling Services; Educational Environment; Foreign Countries; Individual Development; Technology; Two Year Colleges; Volunteers
IDENTIFIERS- *Netherlands (Hague); *United States

This document reports on a visit to the United States by individuals involved in Regional Education Centers (ROCs) in The Netherlands. The purpose of the visit was to study the phenomenon of community colleges as an example for ROCs in Holland. This document is the third in a series of reports that appear in connection with "The Transatlantic Connection," an exchange program with U.S. community colleges. The document provides highlights of the visit, including attendance at the American Association of Community Colleges conference in Minneapolis, Minnesota, and visits to the Madison Area Technical College in Wisconsin, the Central Piedmont Community College in Charlotte, North Carolina, and the Center for Applied Linguistics in Washington, D.C. The purpose of the study was to gather knowledge about U.S. community colleges and to make recommendations for the City of The Hague in the Netherlands. Recommendations and conclusions focus on the following: study environment, faculty, school organization, use of volunteers, student services, counseling, provision of student handbooks, students networks, incorporation of a customer-oriented attitude, quality assurance, investment in technology, and personal development. (JL)

ED 405 730 FL 024 397

Saucedo, Leticia
Parents' Attitudes towards Dual Language Immersion Programs.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Bilingual Education; Cultural Awareness; Educational Attitudes; Elementary Education; English (Second Language); *Immersion Programs; Language Attitudes; *Parent Attitudes; Parent Participation; *Peer Relationship; *Second Languages; Spanish; Surveys; Volunteers
IDENTIFIERS- *Two Way Bilingual Education

A study investigated parent attitudes toward a dual-language (Spanish/English) immersion program of bilingual education, in which both English-speakers and non-English-speakers are participating students and English is used no more than 50 percent of the time for instruction. The 20-item (agree/disagree format) survey elicited opinions from 200 parents concerning four program areas: cultural appreciation among peers; students' academic progress; the importance of learning a second language; and the importance of parent volunteerism. Results indicate most parents had a favorable attitude about dual-language immersion; over 90 percent were satisfied with the program and would recommend it to other families. Learning a second language was perceived as important by 97 percent. A similar percentage agreed that all schools should teach a second language and that children should speak English and Spanish fluently. While 97 percent were satisfied with their children's second language learning, only 95 percent

The DAKAR Seminar on the Restructuration of the African Universities (19 - 24 November 1992).
PUB DATE- 93
NOTE- 73p.; For related documents, see HE 027 181-184.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Proceedings (021)
DESCRIPTORS- College Administration; College Admission; Developing Nations; *Educational Change; *Educational Development; Educational Policy; Educational Technology; Foreign Countries; Higher Education; *Institutional Cooperation; *Resource Allocation; School Policy; Technology; Telecommunications; Universities
IDENTIFIERS- *Africa

A seminar was held in Dakar (Senegal) to bring together African university presidents, vice-chancellors, rectors, and top-level administrators to discuss the following themes: policies and modalities of admissions, planning and allocation of resources, structures of postsecondary education, and new technologies and interuniversity cooperation. This proceedings document summarizes the presentations made and the discussion that took place in these theme areas. Appendixes provide the Dakar statement on the restructuring of the African universities, which is a summary of the seminar's views and discussions; the texts of five seminar presentations; a report on several workshops; a list of reference documents; and a list of participants. (JDD)

ED 405 750 HE 027 184

Priority: Africa Programme of Action Proposed by the Director-General (1990-1995). Development of Higher Education in Africa--The ALEXANDRIA Seminar on the Resources and Management of the African University (26 - 30 April 1993).
PUB DATE- 93
NOTE- 64p.; For related documents, see HE 027 181-184.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Administration; Developing Nations; *Educational Development; Educational Finance; Entrepreneurship; *Financial Policy; Foreign Countries; Higher Education; Information Networks; *Networks; *Privatization; Program Development; Regional Programs; Universities
IDENTIFIERS- *Africa

A seminar was held in Alexandria (Egypt) to bring together African university presidents, vice-chancellors, rectors, and top-level administrators to discuss the following themes: privatization, entrepreneurship, policies of international financial institutions with regard to African universities, and regionalization and the establishment of networks among African universities. This proceedings document summarizes the presentations made and the discussion that took place in these theme areas. Appendixes provide "The Alexandria Statement on the Resources and Management of African Universities," which presents the participants' views; the texts of three seminar presentations; a list of reference documents; and a list of participants. (JDD)

ED 405 751 HE 027 272

Schmitt, Carl M.

This report examined the impact of a four-year public college, West Virginia State College, on the local community and graduates. It discusses the economic benefits of a college degree in regard to the individual graduate and the society as a whole, noting that college graduates have significantly higher lifetime earnings than individuals with less than a college education. Though a relatively small institution when compared to the state's universities, the college's economic impact on the Kanawha Valley was approximately $54 million. This included nearly $26 million in direct local expenditures (by the college itself, staff, students, and visitors) and over $28 million in indirect local expenditures (second-round spending by recipients of direct expenditures). During fiscal year 1994-95, the college employed 497 faculty and staff and indirectly created an additional 3,720 jobs in the local economy. The college also provided significant community services to the region. (MDM)

ED 405 770 HE 030 008

Beck, Bruce D.
A System Dynamics Model of the Departmental Deployment of Instructional Resources.
PUB DATE- May 96
NOTE- 41p.; Paper presented at the Annual Forum of the Association for Institutional Research (Albuquerque, NM, May 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Instruction; *Departments; Educational Demand; Enrollment; *Enrollment Trends; Higher Education; Institutional Research; Models; Resource Allocation; *State Universities; *Systems Approach; Trend Analysis
IDENTIFIERS- *University of Wisconsin Madison

This paper reports on the development and testing of a system dynamics model of the departmental deployment of instructional resources at the University of Wisconsin-Madison. A model was developed using the Stella II computer software package. The model describes describes how departments keep student enrollments, number of course sections, and number of instructional staff in balance with one another. The model was tested on data from academic departments at the University of Wisconsin-Madison for the academic years 1983-84 through 1995-96. Identified were a number of departments which appeared to fall within the explanatory range of the model, including those with major shifts in student demand (agronomy, botany, communication arts, French and Italian, geography, mathematics, and political science), and those with constraints on available instructional staff (mechanical engineering, Slavic languages, and Spanish and Portuguese). (MDM)

ED 405 771 HE 030 009

Postsecondary Enrollment Options Program.
PUB DATE- Mar 96
NOTE- 178p.; For an earlier report, see ED 369 312. Executive summary printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acceleration (Education); *Administrators; College

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Finance; Endowment Funds; *Federal Aid; Financial Support; Grants; Higher Education; Instructional Student Costs; Need Analysis (Student Financial Aid); Parent Financial Contribution; Paying for College; *Private Colleges; Scholarship Funds; Statistical Analysis; Student Costs; *Student Financial Aid; Surveys; *Tuition

This report seeks to explain the complex relationship between "cost" and "price" at independent private colleges and universities, and to demonstrate that federal student financial aid does not contribute to tuition and fee increases at such institutions. To support these results, 10 facts, drawn from multivariate statistical analyses of data from a recent National Association of Independent Colleges and Universities survey are noted: (1) Federal grant aid helps slow the rate of tuition growth; (2) the majority of undergraduates do not pay full tuition because of grant and scholarship assistance; (3) out-of-pocket tuition expenses have changed at a slower rate than published tuition levels; (4) tuition that families actually pay is based on financial need; (5) the difference in out-of-pocket expenses for public versus independent institutions is less than generally thought; (6) the cost of educating students is the largest determinant of tuition growth; (7) student financial aid policies are used to maintain a commitment to access and diversity; (8) the increase in institutionally provided aid is the fastest growing determinant of tuition and fees; (9) gift and endowment income help hold the line on tuition growth; and (10) institutions are attempting to reduce pressure on tuition by broadening revenue sources. (CH)

ED 405 791 HE 030 062

Telander, Rick
The Hundred Yard Lie: The Corruption of College Football and What We Can Do To Stop It.
PUB DATE- 96
NOTE- 230p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Athletics; *College Athletics; *Crime; Extramural Athletics; *Football; Higher Education; *Intercollegiate Cooperation; Intramural Athletics; Team Sports

This book, originally published in 1989, is intended as an indictment of corruption in college football. Now reissued, the book has new forewords by Murray Sperber, a professor at Indiana University, and Richard Warch, president of Lawrence University in Wisconsin. The book also has an afterword by the author which reviews some of the major gridiron scandals of the 1990s, and concludes that college football today continues to be rife with drugs, crime, greed, and egotism. The book calls big-time college sports nothing more than entertainment, divorced from both education and the host institutions, and suggests that the only possible solution is the creation of a professional, age-group league, with paid players who need not be students, and may receive subsidies from the National Football League. For those schools that continue to play "college football," it proposes a set of rules that adhere to ideals of amateurism, student-athletes, and the glories of playing for "dear old alma mater." (CH) using and creating digital and analog video and sound. (SWC)

ED 405 811 IR 018 251

Bernardo, Kurt E.
Low Cost, Low Tech, Low Brow Technology: A Plan for Campus Communication.
PUB DATE- 96
NOTE- 4p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Computer Mediated Communication; *Cost Effectiveness; *Donors; Educational Finance; Higher Education; Internet; Local Area Networks; *Microcomputers; School Business Relationship; *Technological Advancement; User Needs (Information)
IDENTIFIERS- *Academic Computing; Access to Computers; Barriers to Implementation; Computer Resources; Equipment Needs; *Lake Erie College OH

This paper describes Lake Erie College's (Ohio) economical solution to providing electronic communication for faculty on its campus. The college first assessed its existing computer capabilities to determine its needs. The college wanted to increase the total number of users on the local area network in order to better utilize the existing network server and college administration software package, and to provide a local, campus-wide e-mail system. By posting a notice on the "Wanted" section of the Cleveland Freenet Classifieds, Lake Erie College was able to obtain from a local business close to 40 working, out-of-date personal computers which faculty and students cleaned, reformatted, and onto which they loaded software and installed internal modems. Faculty were given a reference handbook and trained on the "new" computers, particularly for using the local campus e-mail system. Most faculty members did not have computers at home. Since the implementation, e-mail has become a popular method of communication among faculty and administration departments, and faculty who act as academic advisors are able to view student records electronically. The project was an unqualified success, with a total cost of less than 10 dollars. The college is now actively trying to plan for newer and better equipment for faculty and staff use for daily administrative activities, on-line research, and other academic purposes. (SWC)

ED 405 812 IR 018 252

Coffield, Kate
Back to the Future: Help! It Was 20 Years Ago, and We've Only Just Arrived!
PUB DATE- 96
NOTE- 8p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

providers, who were given basic training in the technology. The startup version of the CWIS went "live" during the second week of September. The final task was to define and ongoing governance team who would maintain the CWIS. A "directions" subcommittee was formed to recommend and prioritize issues that should be addressed. Guiding a team using total quality management methods proved to be a rewarding way to complete a project. (AEF)

ED 405 829 IR 018 269

Smith, Karen L.; Kolosick, J. Timothy
The Shift to a Learner-Centered University: New Roles for Faculty, Students, and Technology.
PUB DATE- 96
NOTE- 13p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Active Learning; *Educational Development; *Educational Technology; Higher Education; Integrated Curriculum; Partnerships in Education; Professional Development; *Student Centered Curriculum; Student Evaluation; *Student Role; *Teacher Role
IDENTIFIERS- *Paradigm Shifts

Faculty and students face new challenges and questions regarding their roles in the emerging learning paradigm brought on by educational technology. This paper discusses six shifts from traditional educational institutions to a learner-centered university. Changes and developments include: (1) the teacher: from instructional deliverer to learning facilitator and guide; (2) the student: from passive to active learner; (3) increased technology access and the development of learners' information skills; (4) support for change and the faculty development partnership; (5) use of electronic portfolios for "testing" students and teacher evaluation which emphasizes preparation and research (rather than classroom time) as an indicator of success; and (6) an integrated approach system for overcoming obstacles, based on partnerships, mentoring, and resource sharing. A list of recommendations for faculty development follows this final shift. In addition, a list of learning strategies are described, together with their suggested technology supports; strategies include the metacognitive, cognitive, and social/affective. (Contains 27 references.) (AEF)

ED 405 830 IR 018 270

Smith, Peter D.
A Process Education Approach To Teaching Computer Science.
PUB DATE- 96
NOTE- 11p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; *Computer Science Education; *Cooperative Learning; Educational Change; Higher Education;

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of March, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: monkeys cloned in Oregon, Iran suffers massive earthquake, tornados affect several areas in the United States, riots in Albania after economic collapse, heavy logging threatens the world's ancient forests, Senate Democrats defeat Balanced Budget Amendment, Swiss government to start Holocaust fund, North and South Korea attempt to resolve 47-year old conflict, and Ohio River Valley flooding is the worst in 30 years (March 3-7); Federal Bureau of Investigation alleges Chinese involvement in attempt to influence 1996 U.S. elections, Mideast peace talks reach impasse, Russian President Boris Yeltsin tries to revive Russia's economy by shaking up his cabinet, Hale-Bopp comet, human cloning, seven Israeli students slain, and police arrest Cosby murder suspect (March 10-14); thousands evacuate as violence escalates in Albania, rebels in Zaire capture city of Kisangani, Great Britain's parliamentary campaigns heat up, rebels control Albanian port, Israel begins Jewish housing project which is protested by Palestinians, controversy over U.S. campaign finance practices, Helsinki Summit begins, George Tenet nominated as Central Intelligence Agency head, and landmark agreement between the Liggett Tobacco Group and 22 states (March 17-21); violence erupts on West Bank streets, a combination of lunar eclipse, bright shining Mars, and good view of Hale-Bopp comet, cease-fire negotiations pending between rebels and Zaire President Mobuto, U.S. Federal Reserve Bank raises interest rates in attempt to avoid inflation, six days of violence in the Middle East, mass cult suicide linked to UFO (Unidentified Flying Object) belief, and Martin Luther King Jr.'s son meets with the man convicted of killing his father (March 24-28); and Albania refugee ship sinks, and Oklahoma City bombing trial is set to begin (March 31). (SWC)

ED 405 848   IR 018 297

Eastmond, Nick; And Others
Formative Evaluation of the HETI ED-Net Master's Program in Instructional Technology: Another Piece of the Puzzle.
PUB DATE- Mar 97
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Distance Education; *Educational Assessment; Educational Research; *Educational Technology; Extension Education; Feedback; Formative Evaluation; Graduate Students; Higher Education; Interviews; *Masters Programs; Satellite Facilities; *Student Attitudes; Student Surveys; Telephone Surveys
IDENTIFIERS- Utah State University

The Department of Instructional Technology at Utah State contracts for library service to encourage library cooperation, liberate staff, and focus on the quality of information services. The South Thames Regional Library Service facilitates access to and promotes the use of health care literature and is responsible for planning and commissioning library services for 60,000 National Health Service (NHS) staff, maintaining a framework for library cooperation, and providing logistical support to the libraries in the form of databases, networks, and professional development opportunities. In less than four years, the use of contracts has: doubled the use of the libraries, won budget increases of 50%, increased the professional autonomy of local library staff, and instituted a program of continuous quality improvement. Performance is monitored through quarterly activity returns, annual objective setting, annual structured library visits, and special surveys. Performance measures inform the dialogue between library service commissioners and providers, concentrate on key issues, and keep the "paymasters" happy. The report provides background on the changes in the NHS that resulted in changes in the provision of library services, and discusses each of the performance measures. Figures illustrate examples of library activity reports. A brief discussion with the author is provided. (SWC)

ED 405 866 IR 056 295

Cotta-Schonberg, Michael
Performance Measurement in the Context of Quality Management.
PUB DATE- 95
NOTE- 14p.; Paper presented at the Northumbria International Conference on Performance Measurement in Libraries and Information Services (1st, Northumberland, England, August 30-September 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Case Studies; Cost Effectiveness; Efficiency; *Evaluation Methods; Foreign Countries; Higher Education; Librarians; *Library Administration; Library Facilities; Library Planning; Library Role; *Library Services; *Measurement Techniques; *Organizational Effectiveness; Organizational Objectives; Staff Development; Strategic Planning; Users (Information)
IDENTIFIERS- Denmark; *Performance Indicators; *Service Quality

This report describes Copenhagen (Denmark) Business School Library's (CBSL) use of performance measurement to manage the quality of library services and facilities. The CBSL quality management program consists of: a statement of strategic goals of development and operation, including a focus on users, good service, efficient internal functions, and optimal use of resources; a program for staff training and development with plans for manuals for operations and service; an evaluation procedure; and a procedure for corrective action. Performance measurement is a necessary instrument for quality management. It makes possible the assessment of whether or not a library fulfills its goals and objectives, and whether or not particular objectives remain relevant. Performance measurement cannot provide a totally objective and comprehensive image of a library's function, but is still necessary for a quality conscious library. Management is an art, not a science, and decisions must be made on the basis of approximate knowledge and intuition. The report covers: (1) librarians and management interpreted should reflect the aims and objectives of the particular service. The main test of a good set of indicators is their ability to determine whether a service is effectively fulfilling its chosen objectives. Figures show sample performance data. (SWC)

ED 405 882 IR 056 311

Stein, Joan E.
Upward Appraisal: A Tool for the Continuous Improvement of Library Managers' Skills.
PUB DATE- 95
NOTE- 16p.; Paper presented at the Northumbria International Conference on Performance Measurement in Libraries and Information Services (1st, Northumberland, England, August 30-September 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Evaluation Methods; Feedback; *Job Performance; Library Administration; *Library Administrators; Library Personnel; Library Standards; *Personnel Evaluation; Questionnaires; Skill Development
IDENTIFIERS- Carnegie Mellon University PA; Continuous Improvement; *Management Skills; Performance Indicators

Effective management and the importance of feedback in relation to improvement are becoming critical issues for libraries. Upward appraisal evaluates managers' performance based on input from their staff, rather than the traditional top-down evaluation format in which a manager is evaluated solely by their superior. This paper discusses the Carnegie Mellon University Libraries' (Pennsylvania) upward appraisal program which was adopted to address staff concerns about managerial communication and accountability. Upward appraisal programs consist of a questionnaire designed to measure how a manager performs along targeted performance dimensions such as communication and delegation of authority; an evaluative scale rating performance; a comments section; a set of procedures to guide the evaluation and reporting processes; and instructions for raters and for supervisors preparing reports on feedback. Suggestions for a successful upward appraisal program include: (1) determine the purpose of the program; (2) protect the confidentiality of subordinates' responses; (3) develop a questionnaire thoughtfully; (4) target the appropriate behaviors; (5) provide fast turn around of results to managers involved; (6) establish performance norms; (7) evaluate the responses carefully and use them to develop action plans to improve managerial performance; (8) keep the results in perspective; (9) solicit feedback on the process itself from both the raters and the managers being rated; and (10) repeat the process every year. The paper also discusses the advantages and disadvantages of upward appraisal; the implementation of the program, including managers' reactions to their results; and if upward appraisal really works. An appendix includes the questionnaire. (Contains 23 references.) (SWC)

ED 405 883 IR 056 312

Usherwood, Bob
Quality Management and Public Library Services.
PUB DATE- 95
NOTE- 10p.; Paper presented at the Northumbria International

ED 405 903 IR 056 351

Idaho Library Trustee Manual.
PUB DATE- Jun 96
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Responsibility; Community Relations; Efficiency; Governance; *Governing Boards; Legal Responsibility; *Library Administration; Library Administrators; Library Development; Library Expenditures; Library Funding; *Library Planning; Library Policy; Library Services; Organizational Effectiveness; *Public Libraries; Self Evaluation (Groups); *Trustees
IDENTIFIERS- American Library Association; *Idaho; Library Bill of Rights

The public library board of trustees is an example of the great democratic tradition of giving authority for the operation of public agencies to members of the general public. The public library board is legally responsible for overseeing the efficient and effective operation of the public library. The board hires the library's administrator, plans the library's services, approves the library's policies, decides how much the library will request for its budget, and in Idaho, has exclusive control of the expenditure of library funds. This manual gives public library trustees a basic understanding of their duties and powers. Each section contains a brief self-assessment exercise useful for board members to assess themselves and their board. The manual is divided into 10 sections: (1) Introduction; (2) The Trustee and the Law; (3) The Board Meeting; (4) Budgeting and Financial Management; (5) The Trustee and Policy Making; (6) The Trustee and Library Planning; (7) The Trustee, Director and Staff; (8) Trustees and Automation; (9) Trustees and Community Relations; and (10) Appendices. Twenty-one appendices include a list of resources to obtain assistance, the Library Bill of Rights, Freedom To Read (a statement by the American Library Association (ALA) and the Association of American Publishers), and ALA interpretations of the Library Bill of Rights. (Author/SWC)

ED 405 904 JC 920 140

Wajngurt, Clara; Jones, Enid B.
Financing of Public Community Colleges Revisited: A Look at State Financing as It Relates to Enrollment and Tuition Rates of Public Community Colleges.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Enrollment Influences; Enrollment Trends; Equalization Aid; Financial Support; Full State Funding; National Surveys; *State Aid; *Tuition; Two Year Colleges

Most states fund their community colleges on a flat grant per pupil basis, though some allocate on an overall appropriation. Variations in district wealth are generally equalized by either employment status, and geographic location. The projects are grouped under six key words (motivation, qualification, integration, equality, anticipation, support) representing the following core issues in promoting equal educational and employment opportunities for men and women: how to encourage women to take up training; how to (re)integrate women into the labor market; how to give women the confidence to take up jobs with responsibility or certain male-dominated jobs; how to anticipate change through training in the event of industrial restructuring; and what support measures to put in place. At least one program from each of the following countries is included: Belgium, Denmark, Germany, Greece, France, Ireland, Italy, Luxembourg, the Netherlands, Portugal, Spain, Sweden, and the United Kingdom. Each program description contains some or all of the following: training area; industry and/or community partners; funding source(s); target group; contact person; background information about the project's development; key components; attendance rate; and program outcomes. Appended is the text of the joint opinion of European Social Partners on women and training. (MN)

ED 405 455 CE 073 313

Bragg, Debra D., Ed.
Omicron Tau Theta Professional Studies and Research Seminar Proceedings (Denver, Colorado, November 30-December 5, 1995).
PUB DATE- 95
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Classroom Techniques; Cognitive Development; Community Colleges; *Educational Trends; Integrated Curriculum; Postsecondary Education; Public Schools; Secondary Education; *Standards; *Teacher Attitudes; *Technology Education; *Vocational Education; Vocational Education Teachers; Writing Instruction; Youth Programs
IDENTIFIERS- Arkansas; *Cognitive Apprenticeships; Idaho; Impact Studies; Indiana; Iowa; Knowledge Acquisition; Ohio; South Carolina

This proceedings contains five papers. "Learning in the Workplace: A Qualitative Study of Skill and Knowledge Acquisition in Youth Apprenticeship Programs" (Cheryl E. P. Evanciew) discusses research on youth apprenticeship programs as opportunities for contextual, meaningful, and relevant use of knowledge gained in school. "Effects of Integrating Cognitive Apprenticeship Instructional Methods into the Community College Writing Classroom" (Sarah L. S. Duncan) reviews the literature on cognitive apprenticeship and documents its effectiveness. "Stakeholder Perceptions of a Technology and Applied Science Academy" (Paula Puckett and Catherine Kirby) uses data gathered from classroom observations and student, parent, faculty, and board member interviews to evaluate the first year of operation of the Champaign Central High School Academy of Technology and Applied Science. "New Directions in Agricultural Education: The Impact in Public Schools" (Thomas H. Bruening et al.) reports a study in which 263 of the 933 agriculture teachers in five states were surveyed regarding goal and resolution statements in agricultural education programs/plans. "Ohio Vocational Teachers' Attitudes toward and Knowledge of Skill Standards: A Preliminary Analysis" (Greg Belcher and N. L. McCaslin) discusses a survey of 346 Ohio vocational teachers. (MN)

IDENTIFIERS- *Georgia

A study was conducted in Georgia to determine the needs of vocational-technical education teachers for staff development and how those needs are being met. A review of literature revealed that, although the responsibility for maintaining competence in one's teaching field has remained with the teacher, the process of inservice education and training continues to be loosely defined and has varying levels of support across the educational community. A survey was developed and administered in person or by mail to teachers in electronics and industrial arts programs in technical institutes in the state. A total of 75 surveys were handed out or mailed, with 26 (35 percent) returned. An additional 25-item survey was administered at 6 technical institutes, with 100 percent response. The results of the studies indicate that the need for staff development has never been greater and is increasing at a time when educational systems are experiencing decreasing funding. Recommendations were made for increased educational opportunities for teachers and for teachers to take responsibility for designing and carrying out their own professional development plans. (Contains 28 references.) (KC)

ED 405 474 CE 073 681

Reisenberger, Anna; Sanders, John
Adult Learners: Pathways to Progression. FEDA Paper.
PUB DATE- 97
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Aspiration; Adult Education; Adult Learning; *Adult Students; *Educational Mobility; Educational Opportunities; Foreign Countries; Postsecondary Education; *Student Participation; Technical Institutes; *Vocational Education
IDENTIFIERS- Great Britain; *Informal Education

A study focused on facilitating progression for adults from nonvocational adult education to qualification-bearing courses in further education (FE) and studied their patterns of progression and which factors helped or hindered such progress. Information was collected from adult learners in 10 adult and FE organizations in Britain through a questionnaire and interviews of selected students who had progressed from informal courses. Two groups of students were chosen: learners on courses that primarily led to national qualifications and learners on "informal courses" that did not. Both groups showed a general pattern of movement from preparatory, general, or basic education courses to mainstream, qualification-bearing academic or vocational courses. Much adult provision was of a stop-start nature. Four features aided progression: good teaching, building of personal and study confidence, access to built-in advice and choice, and progression targets and opportunities. Courses that encouraged progression offered the following: supportive teaching, stimulating subject matter, a friendly atmosphere, teachers who could relate to adults, and information or advice about the learner's next steps. Institutional factors that contributed to achieving progression included timing or location of classes, provision of support facilities, a reasonable fee level, provision of childcare facilities, and a welcoming adult ethos. (Appendixes contain 17 references, institutional audit form, and instruments.) (YLB)

ED 405 475 CE 073 682

"Incorporating Business Ethics into Course Work" (James A. Wright); and "Providing Instruction for and about International Business" (James Calvert Scott). (KC)

ED 405 493 CE 073 706

Yildirim, Ali; Simsek, Hasan
A Qualitative Assessment of Curriculum Development Process at Secondary Vocational Schools in Turkey.
PUB DATE- Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Curriculum Development; *Curriculum Evaluation; Educational Development; Educational Research; Education Work Relationship; Foreign Countries; Job Skills; Job Training; *Needs Assessment; Program Effectiveness; Secondary Education; Teacher Attitudes; *Vocational Education
IDENTIFIERS- *Turkey

A study assessed the effectiveness and efficiency of the curriculum development process in local vocational schools in Turkey. The study design included 14 vocational high schools and 12 companies that hired graduates of these schools in 4 relatively large and developed cities. Three data collection methods were used: interviews with principals, school-industry coordinators, teachers, senior students, industry managers, and workers; observations in classrooms and workshops; and document analysis. Results indicated that the standardized curriculum in vocational education did not meet the needs of students and industry. The curriculum was outdated compared to new competencies required by industry. Only a few vocational schools were able to keep up with rapid changes in the competencies required of their students through a systematic needs assessment and curriculum development efforts. The needs assessment process worked well in some schools but not in others. The main reasons for not doing needs assessments were the heavy teaching and supervising loads, inadequate financial resources and rewards, lack of leadership and communication with industry, and the passive mood of teachers. The centralized nature of the educational system appeared to be a major obstacle to curriculum development efforts in vocational schools. Approval of curriculum was long and cumbersome and not responsive to the rapid changes in industry. (Contains 10 references.) (YLB)

ED 405 494 CE 073 707

Simsek, Hasan; Yildirim, Ali
A Qualitative Assessment of Administrative and Organizational Structure of Secondary Vocational Schools in Turkey.
PUB DATE- Mar 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Curriculum Development; *Decentralization; *Educational Administration; *Educational

PUB DATE- Jun 96
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Reading Programs; College School Cooperation; *Computer Assisted Instruction; Computer Literacy; Demonstration Programs; Higher Education; *Instructional Effectiveness; *Literacy Education; School Community Programs; *Tutoring; Volunteer Training
IDENTIFIERS- 353 Project; *Pennsylvania (Fayette County)

This document contains a project report and tutor manual from a demonstration project conducted by the Fayette County Community Action Agency (FCCAA) of Fayette County, Pennsylvania to evaluate the effectiveness of using computers and selected reading software in conjunction with traditional one-on-one tutoring to teach reading skills to undereducated adults. The report describes the following project activities: (1) a draft curriculum for a tutor-assisted computerized reading instruction program for adults curriculum was developed and reviewed by FCCAA faculty and students; (2) literacy software (EDL Reading Strategies Software) was purchased and installed at the computer laboratory at the Fayette campus of Penn State University and at FCCAA's existing computer laboratories; (3) FCCAA developed and implemented a 10-hour program to train volunteer tutors to use the literacy software and 51 adult students participated in the computer-assisted instruction with their volunteer tutors; (4) the curriculum and handbook were revised. All the tutors preferred the computerized method of instruction over traditional tutoring with textbooks, and 93% of the students surveyed were satisfied with the computer-assisted instruction they received. Appended are the following: original instructions for EDL software; tutor data form, agendas, and log; adult attendance record; and results of ERIC literature search. The computer literacy manual for volunteer tutors contains the following: history and anatomy of personal computers and diskettes, WordPerfect commands, guide to using EDL software, glossary, and 10 references. (MN)

ED 405 511 CE 073 776

Neuman, Susan B.
Families Reading Together: Adult Education Students and Their Preschool Children. Revised.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Jun 96
NOTE- 49p.; For an earlier report, see ED 395 106.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Demonstration Programs; Economically Disadvantaged; Elementary Education; English (Second Language); *Family Literacy; *Family Programs; *Intergenerational Programs; *Literacy Education; Literature Reviews; Models; Program Development; Program Effectiveness; Statewide Planning
IDENTIFIERS- 353 Project; Book Clubs; Participatory Curriculum; *Pennsylvania

These two documents discuss two related family literacy projects that were conducted to develop a model for providing sustained literacy and developmental activities to economically intelligence is malleable and flexible would affect their purpose of achievement (achievement goals). This might, in turn, influence their learning strategies. The present study examined the above relationships among 194 Grade 7 Chinese students in Hong Kong. Structural equation modeling showed that high achievers were more concerned with understanding (deep strategy) and less with facts memorization (surface strategy). The belief that intelligence was a fixed inmalleable quantity (entity theory of intelligence) was related to the goal of getting work done with minimum effort (work avoidance goal), which, in turn, was related to a surface learning strategy. Sex differences showed boys to be stronger in goals which emphasized learning and outperforming others. (Author)

ED 405 532 CG 027 559

Hau, Kit-Tai; Kong, Chit-Kwong
Self-Concept of Chinese Students: Frame of Reference and Subject Specificity.
PUB DATE- Aug 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Foreign Countries; Goodness of Fit; Grade 10; High Schools; High School Students; *Self Concept; Structural Equation Models; *Student Characteristics; Test Validity; Verbal Ability
IDENTIFIERS- *Hong Kong; *Internal External Frame of Reference Model; Marsh (Herbert W)

The Internal/External (I/E) Frame of Reference Model and the structure of students' self-concept in various academic subjects were examined using 195 Grade 10 Chinese students in Hong Kong. Results of structural equation analyses supported the following: (1) the distinction between Chinese and English as two independent academic subjects (rather than as a single language subject); (2) the multi-faceted nature of self-concept and academic performance (three subjects rather than a single construct); (3) self-concept of academic subjects as basically uncorrelated factors, whereas respective achievement as substantially correlated factors; (4) strong relationships between academic performance and self-concept of matching subject; and (5) moderate negative relationships between performance and self-concept of non-matching subjects. The applicability of the I/E Model was generally substantiated. A table demonstrating goodness of fit of various models and a model illustrating relationship of self-concept to achievement are included. (Author/LSR)

ED 405 533 CG 027 563

Griffin, Barbara
Promoting Professionalism, Collaboration and Advocacy. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

Reading Comprehension of Learning Disabled Students?
PUB DATE- May 97
NOTE- 37p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Active Learning; Classroom Techniques; Grade 12; High Schools; *Learning Disabilities; *Learning Strategies; Prediction; *Reading Comprehension; Reading Research; *Student Improvement; Visualization
IDENTIFIERS- Question Answering

A study examined the effects of active learning strategies; namely, visualization, questioning, and prediction, upon the reading comprehension performance of learning disabled students. Subjects were 6 12th grade resource room students. Prior to strategy instruction, students read and were tested on 3 reading selections from the literature-based curriculum for grade 12. Tests consisted of vocabulary identification, multiple choice questions, and true/false statements. Instruction and practice incorporating active learning strategies followed the initial tests. The students were similarly tested on three additional selections from the curriculum. Results indicated that there was no significant difference in the reading comprehension performance of the students prior to, and following, strategy instruction. Findings suggest, however, that students did show effort during the phase when the strategies were taught, using high interest, modified materials. Furthermore, it should be recognized that learning disabled students benefit from frequent reinforcement of a new skill before it can be considered mastered. Adequate time and practice, combined with gradual fading of teacher support is important in providing internalization and generalization of these strategies. (Contains 4 tables of data, related research, 48 references, and pre- and posttest scores. (Author/CR)

ED 405 553 CS 012 741

Britt, Geraldine; Baker, Linda
Engaging Parents and Kindergartners in Reading through Class Lending Library. Instructional Resource No. 41.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; Classroom Research; *Enrichment Activities; Inner City; Instructional Materials; *Kindergarten; Parent Child Relationship; *Parent Participation; Primary Education; Program Descriptions; Program Effectiveness; *School Libraries; Supplementary Reading Materials; Urban Education
IDENTIFIERS- Baltimore City Public Schools MD

An action research study described and evaluated a classroom lending library that was rich in developmentally appropriate literacy material and was designed to facilitate communication between the child's school and home. The kindergarten classroom was located in the southwestern area of Baltimore, Maryland. The children themselves staffed the classroom library, and parents were encouraged to read to their children at home. Fourteen families completed questionnaires, 4 families were interviewed, and 4 parents participated in a discussion group

The Effect of Different Teaching Styles on the Reading Comprehension Levels of a Kindergartener.
PUB DATE- May 97
NOTE- 31p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Research; *Cooperative Learning; *Instructional Effectiveness; *Kindergarten; *Kindergarten Children; Learning Strategies; Mathematics Skills; Primary Education; *Reading Comprehension; Reading Instruction; Reading Skills; Teaching Methods; *Teaching Styles
IDENTIFIERS- New York City Board of Education

A study examined different teaching styles to determine which was more beneficial to a kindergartner. The study was conducted through the first marking quarter of the school year. Subjects were 24 kindergartners in a suburban, middle class community within the New York City School District. Students were divided into three sample groups meeting in the afternoon just before center time. Samples received math materials, including abacus, dominoes, and Cuisennaire Rods and crayons, to use in completing an activity sheet; a different method of instruction and/or help was employed for each group. Groups were also given magazines to use for clippings from which to construct pictorial grocery shopping lists on construction paper. Role playing, using a book to re-enact, was another activity which was done with each sample individually. Results indicated that samples 1 and 3, both using a measure of cooperative learning, produced results which were not different from each other, but were significantly better than those of sample 2. Findings suggest that cooperative learning procedures have a strong effect in combination with other procedures on math learning. (Contains 7 tables of data; related research, 16 references, and a data sheet are appended.) (CR)

ED 405 572 CS 012 761

Camperell, Kay, Ed.; And Others
Literacy: The Information Superhighway to Success.
PUB DATE- 96
NOTE- 262p.; For volume 15, see ED 390 028. Selected papers presented at the Annual Conference of the American Reading Forum (Sanibel Island, FL, December 1995).
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Collected Works - General (020),Collected Works - Serials (022)
DESCRIPTORS- Content Analysis; Content Area Reading; Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Internet; *Literacy; Methods Courses; *Online Systems; Reading Habits; Reading Skills; Second Language Instruction; Teacher Attitudes; *Teacher Education
IDENTIFIERS- Banks Typology; Trade Books

Several of the papers in this collection describe university programs or provide practical suggestions for using technology to enhance literacy instruction; other papers focus on a diverse range of issues, instructional strategies, and research findings related to different aspects of literacy. Papers in the collection are: "A Community of Thinkers: Creating Multimedia Literacy Environments Overview" (Victoria J. Risko and others); "Creating a Community of Thinkers within a pedagogical approaches steered the design of literature software, and whether these were aligned with response-based views of literature teaching/learning. Findings indicated that the design of commercial products advocates an approach to literature that is more information-based than response-based. Specifically, commercial applications do not provide adequate support for discourse among students concerning the literary works they read, a central aspect of response-based practice. The project developed "The Beats," an open-ended "ToolBook" program which centers on the works of Jack Kerouac, Allen Ginsberg, William Burroughs, and Lawrence Ferlinghetti. It includes recorded readings, jazz music, period radio interviews, and databases of biographical and visual information, and was designed as a tool with which high school and community college students could explore personal and collaborative readings in a multimedia environment. Undergraduates (n=26) in a writing class at Hudson Valley Community College participated in the initial piloting of "The Beats." The teacher was experienced with computers, and specific assignments for the software were at his discretion. Preliminary data revealed that on-line collaborations in a literature-based multimedia environment are not only viable, but potentially powerful. Observations also suggest that the nature of these on-line responses and collaborations are qualitatively and quantitatively different from in-class discussions. (Contains one table and one figure and 25 references.) (NKA)

ED 405 592 CS 215 774

Guice, Sherry; Brooks, Gregory W.
Access Denied: A Five-Year Study of Literacy Instruction Provided to Poor, Urban Elementary Children. Report Series 2.30.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Environment; Classroom Research; *Economically Disadvantaged; Elementary Education; Inner City; *Literacy; Longitudinal Studies; Low Income; *Teacher Role; *Urban Education
IDENTIFIERS- New York (Upstate); *Teaching Perspectives

A study, part of a 5-year investigation (1991-1995) of patterns of implementation of literature-based instruction in schools serving large numbers of children from low-income families, recounts children's literacy experiences as observed in a third-grade classroom in an urban school in upstate New York. The primary goal was to understand the various factors influencing literacy instruction in several such schools. During the course of the study, teachers participated on two levels: on the first level, brief teacher interviews and classroom observations were conducted to assess various factors concerning literacy instruction, such as type/quantity of books in the classroom library, planning for literature instruction, and evaluation of literary knowledge; on the second level, 4 of the 11 teachers volunteered to serve as teacher collaborators during all 5 years of the project. Collaborators were involved in extensive formal and informal interviews, focus group meetings, classroom observations, and collaborative teaching units with the researchers. Data were analyzed both quantitatively and

O'Keefe, Daniel J.
Methodological Innovation in Communication Research.
PUB DATE- Nov 96
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Communication Research; *Innovation; Meta Analysis; *Research Methodology; *Scholarship
IDENTIFIERS- *Message Design; Random Effects

S. Jackson and S. Jacobs' article entitled "Generalizing about Messages" represents an important methodological innovation in communication research. The article urges procedural change by recommending the use of multiple-message designs because of a weakness in single-message designs; it recommends analyzing message-replication data with a random-effects analysis because such a procedure provides the appropriate basis for the generalizations that are wanted. That is, "Generalizing about Messages" proposes both a certain sort of data-gathering procedural change (i.e., message replications) and a data-analytic procedural change (i.e., random-effects analysis). Indeed, "Generalizing about Messages" has significantly changed customary research procedures in communication. It is much more common now to see multiple message designs. "Generalizing about Messages" is unique in its exploration of the interconnection of procedure and substance--it does not separate issues of methodology from issues of substance. Its implications are far-reaching. For instance, the same arguments underwriting the use of random-effects analyses in primary research designs with multiple messages also underwrite the use of random-effects analyses in meta-analysis. Broadly put, the relevant general principle is that replications should be treated as random whenever the underlying interest is in generalization. The article also invites consideration of the variability of effect on a phenomenon. (Contains eight references.) (TB)

ED 405 616 CS 509 459

Church, Russell T.; Jones, Mark
To Elaborate or Not--Thinking about Oral Critiques: A Study of ELM Theory at the 1996 National CEDA Tournament.
PUB DATE- Nov 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Criticism; *Debate; Evaluation; Higher Education; *Judges; Public Speaking; Self Concept; Student Development; Student Motivation; Student Reaction; Student Surveys
IDENTIFIERS- California State University Long Beach; *Cross Examination Debate Association; *Debate Tournaments; Elaboration Likelihood Model; Self Talk

A study examined what critiques, if any, encourage debaters to think about their debating in the most productive ways. It evaluated oral critiques and revealed decisions as components

NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Counseling; *Early Intervention; Elementary Secondary Education; Grief; Human Services; *Intervention; *Prevention; Program Implementation; *School Policy; Staff Development; *Suicide
IDENTIFIERS- *Adolescent Suicide; *Suicide Prevention

Without a suicide policy and programs in place, school boards may be held legally accountable. This brief describes the three major components of a suicide education program--prevention, intervention, and postvention. Elements of the primary prevention phase include a board-approved suicide-prevention policy, inservice programs for all staff, parental awareness programs, and suicide-prevention education for students. The intervention components of a school-suicide program include written assessment tools, the identification of at-risk students, parental involvement, provision of intervention services, and documentation of progress. Postvention actions include informing students, staff, and parents; offering grief-support services; and reemphasizing prevention and intervention strategies. A sidebar presents the results of the "Updating School Board Policies" reader survey about the newsletter's content. (LMI)

ED 405 634 EA 027 683

Esser, Linda G.
Writing Assessment Portfolios in Kentucky: Owned by the Students or Owned by the State?
PUB DATE- Apr 96
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; Grade 4; Intermediate Grades; *Performance Based Assessment; Portfolio Assessment; *Portfolios (Background Materials); Standardized Tests; *Student Evaluation; *Writing Evaluation; *Writing Instruction
IDENTIFIERS- *Kentucky Education Reform Act 1990

In 1990 the Kentucky legislature passed the Kentucky Education Reform Act (KERA). The law mandates the use of performance-based assessments, including portfolios in mathematics and writing. This paper presents findings of a case study of a fourth-grade classroom teacher's experiences in implementing instructional changes to help students produce writing-assessment portfolios. Data were obtained through participant observation, interviews, and document analysis. The use of writing portfolios changed the way in which the teacher viewed writing in the classroom; everything became connected in some way to writing portfolios. The teacher adapted more easily than other teachers to the changes partly because she was pursuing an advanced degree in education. She was frustrated, however, with the brief teacher-preparation time, training that focused on assessment, lack of time for student writing, and the state grading system. A conclusion is that assessment is driving instruction, as happens with standardized testing. Other issues values and misconceptions about chemical dependency; (2) provide information about the impact of alcohol and other drugs on young special needs children; and (3) demonstrate skills and strategies for working with special needs children in the area of prevention education. The guide presents a synopsis of the tape contents and additional background information for each video segment. Part I of the tape focuses on awareness, skills, and practice. It examines why alcohol and drug prevention education is important for special needs children, dispels myths of what "drug-exposed" means, explains skills and curriculum for responding to children's concerns, and stresses the creation of classrooms as "safe spaces." In Part II, the roles of early intervention and family school collaboration in alcohol and other drug prevention education programs is examined. Each video segment is intended to be shown in a separate training session. Background information covers the history of Project Healthy Choices, guidelines for prevention education, the importance of a developmental perspective, the drug exposed child, and the family disease of chemical dependency. Specific staff development activities for each segment are also suggested. (DB)

ED 405 654 EC 301 548

Hearing on the Effectiveness of Education for Deaf Students at the Local and State Level. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session (Morganton, North Carolina).
PUB DATE- 27 Mar 92
NOTE- 64p.; Serial No. 102-113.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Attitudes; *Deafness; *Educational Legislation; *Educational Needs; *Educational Quality; Elementary Secondary Education; *Federal Legislation; Hearings; Higher Education; *Needs Assessment; Special Education
IDENTIFIERS- Congress 102nd; *Education of the Deaf Act 1986

This transcript of a Congressional hearing deals with the effectiveness of education for deaf students at the local and state levels, in the context of the reauthorization of the Education of the Deaf Act. This Act provides for, among other things, the establishment of a study commission which concluded in 1988 that the education for persons who are deaf is unacceptably unsatisfactory. Prepared and oral statements from the following people are included: deaf high school and college students in both integrated and special school settings; an administrator of the National Association of the Deaf; special school administrators; a North Carolina state education administrator; and a college professor. (DB)

ED 405 655 EC 301 804

Bruder, Mary Beth; And Others
A National Survey of Personnel Standards under P.L. 99-457. Information Bulletin #36.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

outlined. These include the right to receive written notice, provision of written consent, evaluation processes, the right to independent educational evaluation, design of the Individualized Education Program, placement of the child in the least restrictive environment, access rights to education records, confidentiality, appointment of a surrogate parent, conflict resolution procedures, the right to file a complaint with the Department of Public Instruction, and due process hearings. A listing of organizations for parents of children with EEN in Wisconsin (42 private agencies and 7 state agencies) is provided as is a glossary of 55 relevant terms. (DB)

ED 405 672 EC 305 371

Ruediger, Greg
Unemployment and Youth with Disabilities.
PUB DATE- 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Legislation; *Education Work Relationship; Elementary Secondary Education; Employment Potential; Federal Legislation; Knowledge Base for Teaching; *Knowledge Level; *Mild Disabilities; Questionnaires; *Special Education Teachers; Teacher Attitudes; Teacher Background; *Transitional Programs; *Unemployment; Vocational Adjustment
IDENTIFIERS- *Individuals with Disabilities Education Act; Kansas

To understand the low employment outcomes for young people with mild disabilities, this study assessed the level of knowledge of Kansas teachers (N=92) of students with mild disabilities regarding the Individuals with Disabilities Education Act (IDEA), transition models, and components of transition programs. Major findings included the following: (1) teachers had the least amount of correct knowledge in the subject area of IDEA and court decisions (42%), followed by transition models (43%), and transition components (55%); on the average, teachers responded correctly to 45 percent of the items; (2) there were no significant differences between the knowledge levels of elementary and secondary teachers; and (3) no relationship was found between level of teacher preparation, experience and background, and knowledge of special education transition. Two transition areas identified as posing special problems were teachers' lack of knowledge regarding life-skills curriculum and the role schools play in implementing the transition requirements of IDEA. Results suggest that lack of transition knowledge by teachers may be a contributing factor to the low employment rate of individuals with mild disabilities. (Contains 21 references.) (DB)

ED 405 673 EC 305 372

Center, Yola; Freeman, Louella
The Use of a Structured Literacy Program To Facilitate the Inclusion of Marginal and Special Education Students into Regular Classes.
PUB DATE- Jul 96
NOTE- 27p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Students: Synthesis, Validation, and Dissemination of Research Methods. Final Report; see EC 305 400.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Content Analysis; Educational Assessment; *Educational Environment; Educational Objectives; Educational Policy; Elementary Secondary Education; Influences; *Instructional Effectiveness; *Learning Processes; Meta Analysis; Models; *Performance Factors; Program Design; Program Implementation; Student Characteristics; Teacher Student Relationship

This paper reports a comprehensive "meta-review" and synthesis of research on variables related to learning, including both cognitive and affective schooling outcomes. A conceptual framework was developed, encompassing 228 items related to school learning, organized "a priori" into 30 scales within 6 categories ordered roughly from more distal to more proximal factors: (1) state and district variables; (2) out of school contextual variables; (3) school-level variables; (4) student variables; (5) program design variables; and (6) implementation, classroom instruction, and climate variables. Search and selection procedures yielded 179 selected handbook and annual review chapters, commissioned papers, and other authoritative reviews. Content analysis yielded over 3,700 ratings of the strength of influence of the variables on learning. They confirm the primacy of student, classroom, home, and community influences on learning relative to more distal policy variables such as state and district characteristics. They also highlight the importance of metacognition, classroom management, quantity of instruction, classroom interactions, classroom climate, and the peer group. (Contains 204 references.) (Author/DB)

ED 405 692 EC 305 402

Variables Important to Learning: A Consensus from the Field.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 90
NOTE- 15p.; In: Designing and Evaluating School Learning Environments for Effective Mainstreaming of Special Education Students: Synthesis, Validation, and Dissemination of Research Methods. Final Report; see EC 305 400.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; Educational Environment; *Educational Objectives; Educational Policy; Educational Practices; Elementary Secondary Education; Influences; *Instructional Effectiveness; *Learning Processes; Meta Analysis; Models; *Performance Factors; Program Design; Program Implementation; Questionnaires; Rating Scales; Student Characteristics; Teacher Student Relationship

This paper provides a list of variables identified as important to learning that emerged from a "meta-review" of the professional literature, as well as a summary of consensus ratings of these variables by professionals in the field. The variables are organized into six major categories: (1) state and district variables; (2) out of school contextual variables; (3) school-level variables; (4) student variables; (5) program design variables; and (6) implementation, classroom, instruction, and climate variables. A questionnaire with the list of variables was sent to six professional groups

NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Gifted; *Mass Media Role; *Periodicals; Printed Materials; *Publications; *Public Relations; Public Support

This report discusses the findings of a study that investigated the number of magazine articles focusing on gifted and talented children. Results found that between January 1, 1982 and December 31, 1996, 170 articles on gifted and talented children were located. The largest number of articles published was found to be in 1984 (12 percent), followed by 1983, 1987, 1990, and 1994 (9 percent each), 1982 and 1985 (8 percent each), 1986 and 1993 (6 percent each), 1989 (5 percent), 1988, 1991, 1992, and 1995 (4 percent each), and 1996 (3 percent so far). The largest number of articles were found in education-related magazines. The diminished number of articles dealing with the needs of gifted children is discussed, and recommendations are made for increasing the number of published articles on gifted education and making use of magazines as a public relations tool. Appendices include tables with the magazines, authors, and titles for each year of the study. (CR)

ED 405 711 EC 305 431

The 1996 State of the States Gifted and Talented Education Report.
PUB DATE- 96
NOTE- 107p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Standards; Delivery Systems; *Educational Change; *Educational Legislation; *Educational Policy; Elementary Secondary Education; *Gifted; Grouping (Instructional Purposes); National Surveys; Program Improvement; State Aid; State Departments of Education; *State Legislation; *State Programs
IDENTIFIERS- Policymakers

This report on gifted education is based on surveys returned by central education agencies in 47 states and Guam. The report contains informational charts which provide a broad overview of state level services for gifted students. An analysis of the data follows every chart. Included are data on: state mandates and regulations on gifted education; state funding of gifted services; the level of state personnel support for the program; state definitions and identification of students; programming services; program accountability; required teacher endorsement and preparation; state gifted support services; overall state agency activities; involvement of gifted education offices in general or other special education programs and in the development of proficiency indicators for major disciplines and advanced achievement; forces affecting the delivery of gifted education services; and gifted education needs. A final section contains the names, addresses, and telephone numbers of contact persons at state education agencies and state associations. Findings included the following: 65 percent of respondents reported mandates for identification of gifted students, 56 percent indicated the gifted education office had been involved with developing proficiency indicators in major discipline areas, and anti-ability grouping sentiment was identified as the most powerful force affecting the delivery of gifted education services. (CR) were satisfied with their native language development. Most were also satisfied with their academic progress and enhanced cross-cultural attitudes and appreciation. Most supported parental involvement, although only about half had volunteered. Contains 11 references. (MSE)

ED 405 731 FL 024 405

Wood, David John
Culture and Language Teaching through Movies--A Case Study.
PUB DATE- Jan 97
NOTE- 23p.; Based on "Video and Culture in Language Teaching," paper presented at Japan Association of Language Teachers Conference (Hiroshima, Japan, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Class Activities; Classroom Techniques; *Cross Cultural Studies; *Cultural Education; Discussion (Teaching Technique); *English (Second Language); *Films; Foreign Countries; Instructional Materials; *Interpersonal Relationship; Language Patterns; Language Usage; Problem Solving; Second Language Instruction; Sentence Structure; *Sociocultural Patterns; Tenses (Grammar); Writing (Composition)
IDENTIFIERS- *Kramer vs Kramer

A variety of English-as-a-Second-Language (ESL) instructional activities based on the film "Kramer vs. Kramer" are described. The first involves having students identify the characters and their relationships to one another, and at a higher level, information about their characteristics and feelings. A second is an exercise in observation of physical details in the film, including description of actions using various verb tenses. An exercise leading into composition has students in different groups match portions of sentences from a letter, then compose a letter or diary from one character's point of view. In a fourth activity, one group of viewers prepares questions about a scene for another group. Two dialogue exercises focus on emotions expressed and vocabulary usage in two pivotal conversations. In relation to one film segment in which time is a critical element, students can develop questions and answers concerning time and its passage. An additional activity focuses on language use in resolving legal matters. Comparison exercises can be in the form of a debate about the characters. Discussions can focus on the merit of legal decisions, parallels in various scenes, and changes occurring during the story. Extension and followup exercises are also suggested. (MSE)

ED 405 732 FL 024 412

Hill, Jane H.
Languages on the Land: Toward an Anthropological Dialectology.
PUB DATE- 21 Mar 96
NOTE- 40p.; Text of a lecture in the David Skomp Distinguished Lectures in Anthropology series.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Languages; *Anthropology; Comparative Analysis; Diachronic Linguistics; Language Research; *Language Variation; Linguistic Theory; *Migration Patterns; *Papago; *Regional Dialects; Sociolinguistics; Tohono

Trends in Enrollment in Higher Education, by Racial/Ethnic Category: Fall 1982 through Fall 1992. E.D. Tabs.
PUB DATE- Mar 94
NOTE- 27p.; For the Fall 1982 through Fall 1992 report, see ED 355 848.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Asian Americans; Blacks; College Students; Enrollment; *Enrollment Trends; *Higher Education; Hispanic Americans; Institutional Characteristics; *Minority Groups; Student Characteristics; Tables (Data); Whites
IDENTIFIERS- Integrated Postsecondary Education Data System

This publication presents findings from two national enrollment surveys on 10 year trends in higher education enrollment by racial/ethnic category in 17 tables. The surveys used are the Higher Education General Information Survey (HEGIS) and the Integrated Postsecondary Education Data System (IPEDS). The data presented are for about 3,600 accredited postsecondary institutions in 50 states and the District of Columbia. Tables present data on the following: enrollment trends for institutions of higher education by racial/ethnic categories and by selected student and institutional characteristics; final fall enrollments in institutions of higher education by state and by racial/ethnic category for 1990, 1991, and 1992; the number of postsecondary and higher education institutions in 1992 by state; the response rates to the IPEDS fall enrollment survey; and the impact of imputation on the data. Among 12 conclusions highlighted are the following: (1) enrollment in 1992 showed an overall increase over 1982 of 17 percent with minority enrollment increasing more than enrollment by whites; (2) during this time enrollment increased 8.7 percent for Whites, 26.6 percent for Blacks, 83.9 percent for Hispanics, 98.5 percent for Asians or Pacific Islanders, 35.1 percent for American Indians or Alaskan Natives, and 38.3 percent for nonresident aliens. (JB)

ED 405 752 HE 029 773

Arnold, Gertrude L.; And Others
Faculty Stress: The Influences of Institutional Characteristics. ASHE Annual Meeting Paper.
PUB DATE- 1 Nov 96
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Memphis, TN, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; Faculty Workload; Full Time Faculty; Higher Education; Institutional Characteristics; Multiple Regression Analysis; National Surveys; Predictor Variables; *Quality of Working Life; Statistical Analysis; *Stress Variables; Tables (Data); Teacher Attitudes; Tenure
IDENTIFIERS- Academic Pressure; Academic Stress; ASHE Annual Meeting; Higher Education Research Institute

This study of faculty stress used data from the Higher Education Research Institute (HERI) survey administrated in the 1992-93 academic year. The total data set includes survey information from more than 43,000 faculty at nearly 300 higher education institutions in the United States. For this study, data for 29,064 full-time teaching faculty were used. Institutional

Bound Students; *Educational Attitudes; Educational Policy; Higher Education; High Schools; High School Students; Principals; Program Effectiveness; Program Evaluation; *State Programs
IDENTIFIERS- *Postsecondary Enrollment Options Act (Minnesota)

This report provides an evaluation of the Postsecondary Enrollment Options program, enacted in Minnesota in 1985 to allow 11th- and 12th-grade students to take postsecondary courses at state expense. It is based on interviews with state education and social services officials, a survey of 401 high school principals and directors of alternative schools that enrolled eligible students, a survey of 76 admissions directors from participating postsecondary institutions, a telephone survey of 300 students (and their parents) enrolled in the program, and visits to participating high schools and postsecondary institutions. It was found that six percent of Minnesota public school juniors and seniors took part in the Postsecondary Enrollment Options program in 1994-95, and that program participants generally received higher grades than regularly admitted postsecondary students, except at technical colleges, where they did somewhat worse. School administrators, students, and parents said that the most important reasons why students participated in the program were to get a head start on college and to save on postsecondary costs. Most program participants, their parents, postsecondary school administrators, and directors of alternative schools were satisfied with the program, while most high school administrators were not. Three appendixes provide copies of survey forms. (MDM)

ED 405 772 HE 030 022

Facts and Figures: A Compendium of Statistics on Ontario Universities. Spring 1993. Volume 1, Number 1.
PUB DATE- May 93
NOTE- 119p.; For related documents, see HE 030 023-024 and ED 403 847.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; *Educational Finance; *Enrollment Rate; Federal Aid; *Financial Support; Foreign Countries; Government Role; Higher Education; State Aid; State Government; *State Universities; Student Characteristics; *Student Costs; Tables (Data); Tuition
IDENTIFIERS- *Ontario

The purpose of this compendium is to provide consistent and accurate statistical and graphic information on the Ontario (Canada) university system. There are four sections which provide: (1) financial data including revenues and expenses with expendable revenue by source, operating revenue by fund, and expenses by object class; (2) student data including headcount, undergraduate and graduate enrollment by field of study and level, applicants and registrants, female/male ratios, degrees awarded by level, discipline, and gender, other student characteristics, participation rates, and student/faculty ratios; (3) fees data including differences between costs for Canadian and foreign students; and (4) faculty and staff data including full and part-time faculty and non-academic staff. Data are generally provided for 1982 through 1992. Tables are derived from Council of Ontario Universities reports and databases, Statistics Canada publications, and from special runs by the Ontario Ministry of Education and Training. Appendix A is a glossary of terms and

ED 405 792 HE 030 063

Smith, Thomas M.
Minorities in Higher Education. Findings from "The Condition of Education, 1996," No. 9.
PUB DATE- Feb 97
NOTE- 44p.; For "The Condition of Education, 1996," see ED 394 217.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; Alaska Natives; American Indians; Asian Americans; Blacks; *College Bound Students; College Preparation; Course Selection (Students); *Enrollment Rate; Higher Education; *High School Graduates; High Schools; Hispanic Americans; *Minority Groups; Pacific Americans; Relevance (Education); *Sociocultural Patterns; Tables (Data)

This report presents data on the plans and expectations, preparation and course-taking patterns, college enrollment rates, and college persistence and completion of minorities in comparison with the majority, white population. The data reported show the following: (1) that while almost all high school seniors expect to complete at least some college, Hispanic seniors are less likely to plan to attend college right after high school; (2) that black and Hispanic graduates are less likely than white peers to make an immediate transition to college with Hispanics more likely to enroll in two-year colleges; (3) that white and Asian/Pacific Islanders are more likely than black and Hispanic counterparts to persist toward a bachelor's degree; (4) that black and American Indian/Alaskan Native graduates are less likely than white and Asian/Pacific Islanders to earn a bachelor's degree in 4 years or less; (5) that while several minority groups major in fields that will help them recoup college costs, black, Hispanic, and Asian/Pacific Islanders are less likely than whites to major in education, with the last-named group more likely than whites to major in computer science and engineering. The report also reviews an alternative approach to assessing these data. (Contains 35 references.) (CH)

ED 405 793 HE 030 064

Joint Hearing on Privatizing Government Sponsored Entities (GSEs). Joint Hearing before the Subcommittee on Postsecondary Education, Training and Life-Long Learning of the Committee on Economic and Educational Opportunities and the Subcommittee on National Economic Growth, Natural Resources, and Regulatory Affairs of the Committee on Government Reform and Oversight. House of Representatives, One Hundred Fourth Congress, First Session.
PUB DATE- 3 May 95
NOTE- 95p.; Serial No. 104-16.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Construction Programs; *Educational Economics; Federal Government; *Federal Programs; *Government Role; Hearings; Higher Education; Legislation; Policy Formation; *Privatization; Public Agencies; Public Policy
IDENTIFIERS- College Construction Loan Insurance Association; Congress 104th; Student Loan Marketing Association

This document is a congressional joint hearing report of a panel discussion exploring issues related to privatization of two

DESCRIPTORS- Computer Literacy; *Computer Networks; Computer Peripherals; Computers; *Computer Uses in Education; Costs; Foreign Countries; Futures (of Society); Higher Education; Humanities Instruction; *Internet; *Modernization; Online Systems; *Technological Advancement; Word Processing

IDENTIFIERS- *American University in Cairo (Egypt); *Barriers to Implementation

This paper traces an educator's experiences with computers over a span of 20 years, and describes the computerization of and concomitant obstacles faced by the Humanities department at the American University in Cairo, Egypt (AUC). The computerization of AUC began in the 1980s, with workstations mainly in the science, math, engineering, and administrative units; the English Language Institute was equipped with one terminal and an incompatible printer. In 1993, the Humanities department obtained a grant for a locally networked lab with Macintosh computers and began to teach students in composition classes to use word processing. Many obstacles impeded the success of the computer classroom, including improper facilities and students' lack of computer and keyboarding skills. In 1994, AUC achieved Internet connectivity. As demand for Internet support increased, and new computer labs were begun in non-technical departments, faculty learned to teach themselves and rely on each other for technical support and ideas. In two years, even the "non-hacking" faculty became technology-aware if not technology-dependent. The Internet is now the source for technical support and the link with the rest of the academic world. The Humanities department writing classroom was updated in 1994 with proper wiring, lighting, and air-conditioning. One educator is responsible for running the center in addition to her teaching workload. The department and school continue to face difficulties related to lack of resources and lack of ability to "catch-up" and engage in strategic planning involving the future of technology. (SWC)

ED 405 813 IR 018 253

Connolly, Mary V.

Starting Computer Science Using C with Objects: A Workable Approach.

PUB DATE- 96

NOTE- 5p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Science Education; Computer Software Selection; *Curriculum Development; Educational Change; Higher Education; *Introductory Courses; Programming; *Programming Languages; Student Attitudes; Textbook Selection

IDENTIFIERS- *C Programming Language; Object Oriented Programming; *Saint Marys College IN

Saint Mary's College (Indiana) offers a minor program in computer science. The program's introductory computer science class traditionally taught Pascal. The decision to change the introductory programming language to C with an object oriented approach was made when it became clear that there were good texts available for beginning students. Many students do not begin their study of computer science with a strong ability to handle symbolic languages and abstraction. Students moving to the data structures course, which is taught using an object

Instructional Development; *Journal Writing; Laboratories; *Learner Controlled Instruction; Microcomputers; *Process Education; Student Reaction; Teacher Role; Teamwork

The driving force of process education is its focus on students' "learning to learn." This paper describes an approach to teaching computer science which includes classroom management; the adaptation of four different courses to follow the process education approach; successes achieved; and students' responses. The courses are conducted in closed labs, a shift from lecture-centered to lab-centered teaching. Team projects are assigned and each member of each four-person team is given a defined role to assume: team captain, recorder, reflector and spokesperson. At the end of each class, the team is responsible for producing a report of the work products for the class period. In addition, students keep journals with one entry for each class. At the end of the first two weeks, students choose the weight they wish to assign to each aspect of the course. By the fourth week, teams are cooperating fully, and students are convinced they are learning better. Journals are collected at least four times a semester and grades are assigned on how conscientiously they were completed. A mid-course assessment is also scheduled where teams are asked to brainstorm and come up with better ways to organize the class. Each of the four computer science courses that were adapted to use process education is project-oriented and to a certain extent a lab-centered course. With process education, the role of the teacher changed from that of lecturer to one taking on the roles of leader, assessor, facilitator, and evaluator. An appendix describes the team roles and lists performance criteria for each role. (Contains eight references.) (AEF)

ED 405 831 IR 018 271

Snyder, Michelle
The Paperless Writing Course: A Relevant Business Writing Course.
PUB DATE- 96
NOTE- 7p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; Computer Uses in Education; Educational Technology; *Electronic Text; *Error Correction; Feedback; Nonprint Media; Teacher Student Relationship; *Word Processing; *Writing Instruction
IDENTIFIERS- Lotus Ami Pro; Microsoft Word

In an age when the paperless office is fast becoming a reality, the need for a paperless writing course has arisen. This paper presents an easy and inexpensive way to design a paperless writing course by taking advantage of the annotation feature available on many word processors, such as Microsoft Word or Lotus Ami Pro. The annotation feature allows users to insert messages or comments into a document; the instructor can use this feature to direct the student's attention to an error to be corrected. The experimental course began with a review of the basics of the word processor, then shortcut keys, and finally the annotation feature. The instructor lectured on some aspect of writing for the first half of each scheduled class meeting; the latter half of the class period was used to teach the students how to use certain features of the word processor that supported the lecture given during the first portion of

University instituted a distance education Master's degree program enrolling over 60 students at sites throughout Utah. Initial funding for the program was provided by Utah's Higher Education Technology Initiative (HETI). This report is part of an ongoing effort to provide feedback to the program's administrators, faculty, and associated graduate students. Members of a Master's level evaluation course polled the opinions of students in the Ed-Net program. The evaluators attended part of a class session, found information on the World Wide Web about the site where the class was conducted, formed additional evaluation questions, distributed an e-mail questionnaire, and conducted telephone interviews with members of the class. A summary report provides program background and compiles findings from all sites, followed by individual reports from the seven sites. Overall, HETI students view the program extremely favorably. Student responses are classified into six issue areas: feedback, site interaction, costs of program, program flexibility, site improvement/technology, and teaching methods/course content. Recommendations for further development and refinement of the HETI program are provided. Appendices include a list of enrolled students by site and a graphic representation of the evaluation activities of the class. (SWC)

ED 405 849   IR 018 298

Simpson, Carol; McElmeel, Sharron L.
Internet for Schools. Second Edition. Professional Growth Series.
PUB DATE- 97
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Computer Literacy; Educational Media; Electronic Mail; *Electronic Text; Elementary Secondary Education; Information Dissemination; Information Industry; Information Needs; *Information Retrieval; Instructional Materials; *Internet; *Learning Resources Centers; Online Systems; *School Libraries; Technological Advancement; Users (Information); World Wide Web
IDENTIFIERS- File Transfer Protocol; Gopher

This book is designed as an introduction to the Internet and World Wide Web for teachers and school library media specialists. The book helps educators learn about the Internet and assists them in taking the lead in technology in their school. Librarians have a vested interest in learning about the Internet and its wealth of resources. As a worldwide network of electronic information, the Internet helps librarians provide resources that could not possibly be provided at the local level. As with any new information resource, librarians, teachers, and students need training and experience to become "power users." The book contains the following chapters: (1) What is the Internet? (2) Searching the Web; (3) Introducing the Internet to Students; (4) Introducing the Internet to Faculty and Staff; (5) Uses of the Internet in School Libraries; (6) Uses of the Internet in Specific Content Areas; (7) Getting Online; and (8) Internet Access Points. Appendices include an introduction to e-mail, file transfer protocol (FTP), World Wide Web (WWW), and transparency masters for providing training sessions. A glossary, URL (uniform resource theories; (2) performance measurement, evaluation, strategy, corrective action, and the CBSL quality management program; (3) the concept, purpose, and types of performance measurement; (4) a fictional case study measuring performance of an interlibrary loan program; and (5) problems of performance measurement that affect quality management. A brief discussion with the author is provided. (Author/SWC)

ED 405 867 IR 056 296

McClure, Charles R.; Lopata, Cynthia
Performance Measures for the Academic Networked Environment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 15p.; Paper presented at the Northumbria International Conference on Performance Measurement in Libraries and Information Services (1st, Northumberland, England, August 30-September 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; Computer Uses in Education; Cost Effectiveness; Educational Planning; Efficiency; *Evaluation Methods; Higher Education; Information Networks; Information Technology; Online Systems; Organizational Effectiveness; *Performance Factors; Resource Allocation; Technological Advancement; User Needs (Information); Users (Information)
IDENTIFIERS- *Academic Computing; *Impact Evaluation; Performance Indicators; User Characteristics

As more academic institutions spend larger sums of money to network their campuses and provide network connections to sources outside their campuses, questions emerge concerning the selection and configuration of appropriate network technologies and the appropriate types and levels of services to provide. Increasingly, academic administrators are asking questions about the benefits and impacts of networking. This paper reports on a study to develop and operationalize performance measures and indicators of the impacts of networking on the academic institution. The study examines information resources and services provided, organizational structures within which they are provided, the various classes of users, and users' activities on the network. Measurement and evaluation of networked information services is essential for administrators to justify such services and better meet user information needs. Approaches for evaluating networked information services are based on: (1) extensiveness--how much of the service has been provided; (2) efficiency--the use of resources in providing or accessing networked information services; (3) effectiveness--how well the networked information service met the objectives of the provider or user; and (4) impact--how a service made a difference in some other activity or situation. Performance measures and evaluation; key issues; attitudes, problems, and perceptions; possible performance measures; study progress; and the importance of the project are described. A brief discussion with the author is provided. (Contains 16 references.) (Author/SWC)

ED 405 868 IR 056 297

Brophy, Peter
Quality Management in Libraries.
PUB DATE- 95
NOTE- 7p.; Paper presented at the Northumbria International

Conference on Performance Measurement in Libraries and Information Services (1st, Northumberland, England, August 30-September 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Criteria; Foreign Countries; *Library Administration; Library Facilities; Library Personnel; Library Policy; *Library Services; Library Standards; Library Surveys; *Public Libraries; *Quality Control; Questionnaires; Users (Information)
IDENTIFIERS- British Library (England); *Service Quality; United Kingdom

There are many different approaches to the concept of "quality," which focus on both "what" defines the quality of a service and "who" defines quality. A study funded by the British Library (England) sought to define an approach to quality appropriate for the delivery and effective management of public library services. The study was concerned with quality management as a specific system or technique for securing a high quality library service and focused on organizational, client, and policy issues. A questionnaire sent to all public library authorities in the United Kingdom yielded an 81% response rate. Of the authorities surveyed, 62% do not have a quality program, 19% have a quality program, and 19% are developing a quality program. The three most important quality features identified were: skilled, courteous employees (62%); an appropriate range and quality of resources (57%); and a welcoming environment (32%). Areas felt to be in need of greatest improvement included: employee knowledge to answer client questions or make referrals; convenient opening hours; clear guides for clients to navigate the library; a good book stock; and making clients aware of the standards of service they can expect. Service quality can be judged by the users, professional librarians, and other stakeholders, including local politicians and library suppliers. (Contains 28 references.) (SWC)

ED 405 884 IR 056 313

Hart, Elizabeth
The Role of Focus Groups with Other Performance Measurement Methods.
PUB DATE- 95
NOTE- 8p.; Paper presented at the Northumbria International Conference on Performance Measurement in Libraries and Information Services (1st, Northumberland, England, August 30-September 4, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Data Collection; *Evaluation Methods; *Focus Groups; Foreign Countries; Higher Education; Librarians; Library Research; Library Role; *Library Services; Library Surveys; Measurement Techniques; Qualitative Research; Research Methodology; *Users (Information); Use Studies
IDENTIFIERS- Huddersfield University (England); *Performance Indicators; Service Quality

Huddersfield University Library (England) has undertaken a wide range of evaluative studies of its services and systems, using various data collection techniques such as: user surveys; exit interviews; online and CD-ROM analysis; benchmarking; user groups; staffing and staff development evaluation; suggestion full state support or state equalization of local tax-paying ability. Four models of state support are currently in operation: (1) negotiation of state support for community colleges on an annual or bi-annual basis, following no set formula; (2) a unit rate formula based on a workload unit such as credit hours or full-time equivalent (FTE) enrollment; (3) minimum foundation plans; and (4) cost-based program support, whereby state payment varies with program costs. A study was conducted to examine the relationship between state funding models and trends in national FTE enrollment rates and tuition and fees during the 1980's. The data show that the percent change per year in state appropriations has increased with the percent change per year in FTE enrollments. In response to the rising costs of operating community colleges and the fact that FTE enrollments do not bring in enough money to the college, tuition and fees also increased steadily. In turn, changes in tuition and fee policies affect students' willingness to enroll in community colleges. (AC)

ED 405 905 JC 920 205

Price, A. Rae; And Others
Findings of the District English Program Evaluation Committee.
PUB DATE- 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Writing; College English; Community Colleges; *English Curriculum; *English Instruction; Freshman Composition; *Program Effectiveness; Program Evaluation; Reading Instruction; Self Evaluation (Groups); Student Placement; Two Year Colleges; *Writing (Composition); *Writing Instruction

In summer 1990, the English Department of the Metropolitan Community College District (MCCD) in Missouri conducted a self-study to determine whether the English program's subject matter, academic standards, and methods of instruction were consistent with objectives. An Evaluation Committee, consisting of three English instructors representing each of the three MCCD-member colleges, posed a series of nine research questions, requiring different methods of investigation. The study yielded a number of findings and recommendations, including the the following: (1) the effectiveness of the sequencing of English courses depends on clear exit competencies uniformly accepted throughout the MCCD; (2) the use of the Writing Skills section of the Assessment of Skills for Successful Entry and Transfer (ASSET) has improved placement in entry-level English courses; (3) clearly written summaries of course and assignment expectations, grading standards/assessment procedures, and attendance policies are needed, as well as a greater consistency in grading, tracking, and placement; (4) over 80% of transfer students to four-year schools who responded to a questionnaire felt that their English composition preparation had been excellent or satisfactory; (5) many students do not seem to transfer learning from English composition and reading classes to other courses or to their jobs; (6) grading consistency and course guidelines for composition and literature classes need to be established; (7) the training and assistance given to part-time instructors varies on each campus; (8) students responding to a questionnaire indicated a high level of satisfaction with MCCD literature courses; and (9) the effectiveness of computer assisted instruction in the English program is limited due to a

ED 405 456 CE 073 584

Shirk, John C.
The Adult Learner: A Sociopsychological Perspective and Vignettes.
PUB DATE- Sep 96
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Learning; Adults; Andragogy; *Experiential Learning; *Interpersonal Relationship; *Lifelong Learning; Older Adults; Social Exchange Theory; Social Experience

Theories of social interaction and lifelong learning have been advanced by K. Lewin, J. Moreno, T. Sarbin, J. W. Thibaut and H. H. Kelley, R. S. Perinbanayagam, and B. Dervin. From this research lifelong learning can be seen as an affective and cognitive activity that occurs in the life-space of the actor in response to positive or negative field forces at any given moment in time or across periods of time. The actor may respond positively or negatively to field forces in a manner that ranges from being deliberately focused, or inquisitive, to one that is ill-defined, or haphazard. The actor responds to life situations by assuming a select few roles in any given situation. In the learning process the actor migrates, at times into psychically and socially unfamiliar regions that are beyond the boundaries of his or her life-space. In the learning process the actor is attempting, through a series of responses, to make sense out of what challenges, intrigues, or intrudes into his or her life. That sense-making process may seem to appear predictable or unpredictable, but it is a journey unique to each and every actor. This report contains a section of vignettes reporting the lifelong learning experiences of a variety of persons gathered during interviews conducted with 191 adults with varied levels of education and socioeconomic status. Contains 47 references. (KC)

ED 405 457 CE 073 608

Godin, Joanne, Ed.
Working in Concert: Federal, Provincial and Territorial Actions in Support of Literacy in Canada.
PUB DATE- 96
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; *Federal Programs; Foreign Countries; *Literacy Education; National Surveys; Program Descriptions; *Program Effectiveness; *Regional Programs; Success
IDENTIFIERS- *Canada

This document provides a snapshot of literacy programs and activities in Canada for 1995-96. The first section describes the National Literacy Secretariat (NLS), defines literacy, and discusses NLS's mandate, structure, and principles. It describes the following: (1) activity areas supported by NLS (developing learning materials, increasing public awareness, carrying out research, improving access and outreach, improving coordination and information sharing); (2) four grant and contribution activities--Federal-Provincial/Territorial Program, Literacy Component of the Atlantic Groundfish Strategy, Literacy Corps Program, and National Program; and (3)

Hamilton, William H.; Connelly, Donald F.
Small Business Planning and Management for the First-Time Entrepreneur. Instructor's Resource Manual. Student Workbook.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 96
NOTE- 452p.; For a related textbook, see ED 391 956.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Business Administration; Business Education; Distributive Education; *Entrepreneurship; Instructional Materials; Learning Activities; *Marketing; Money Management; *Planning; Self Employment; *Small Businesses; Teaching Guides; Workbooks

This instructor's resource manual and student workbook accompany the textbook of the same name. The manual is intended to help the teacher working with the small business manager and first-time entrepreneur. Each chapter contains these sections: instructional goals; resource people; tips for follow-up activities at the end of each chapter; descriptions of and tips for presenting the transparency masters; answers to questions at the end of each chapter, workbook questions, and workbook vocabulary; and transparency masters. Part I has two chapters: Start Where You Are and The Idea of Entrepreneurship. Part II has four chapters: The Idea of Goal Setting; Considering the Alternatives; Reviewing the Start-Up Plans of Others; and Solving the Location Puzzle. Part III consists of five chapters: Becoming a Competitor; Studying the Market Place; Pursuing Positive Publicity; Advertising and Promotion; and Using Trade Shows and Fairs. Part IV has six chapters: Setting Prices; Keeping Score; Interpreting the Scorecard; The Question of Credit; Managing Cash Flow; and Business Taxes. The four chapters in Part V are Delegating Details; What Risks Are There?; Managing Business Expansion; and Legal Concerns for Your Business. The student workbook may provide some or all of these materials for each chapter: space for lecture notes; practice exercises; vocabulary exercise; and an aid that may be a checklist or series of questions and comments. Appendixes include problem-solving aids, basic outline for a business plan, and insurance worksheet. (YLB)

ED 405 476 CE 073 686

Bailey, Thomas; Merritt, Donna
School-to-Work for the College Bound.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Feb 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; *College Bound Students; *College Preparation; *Education Work Relationship; Higher Education; High Schools; Occupational Aspiration; *Work Experience Programs

This report makes the case for school-to-work as a college preparatory strategy by presenting relevant evidence and by suggesting policies that will facilitate the college preparatory potential of school-to-work. The report begins by

Change; Educational Development; Educational Policy; Educational Research; Foreign Countries; Organizational Change; *Organizational Development; Professional Development; School Effectiveness; Secondary Education; Teacher Attitudes; *Vocational Education
IDENTIFIERS- *Turkey

A study critically evaluated the administrative practices and organizational structure of the Turkish secondary vocational education system from the perspectives of school administrators, teachers, and industry managers. The study population included 14 vocational high schools and 12 companies that hired graduates of these schools in 4 relatively large and developed cities. Three data collection methods were used: interviews with principals, school-industry coordinators, teachers, senior students, industry managers, and workers; observations in classrooms and workshops; and document analysis. Results indicated that the Turkish vocational education system was a centralized, top-down, functionalist-mechanistic bureaucracy that inhibited the innovative capacity of the system. Schools were under strict control of the central organization of the Ministry of Education (MOE), with the information flow in one direction--from schools to MOE. There was no systematic information flow between schools and industry. Teachers faced inadequate professional development opportunities. Most principals felt the system saw them as caretakers of the schools representing the central administration with no academic formation or required professional qualities to manage their schools. Teachers and principals agreed the decision making should occur at levels closer to individual schools. A reform initiative was proposed that involved decentralization throughout the system. (YLB)

ED 405 495   CE 073 709

Warton, Pamela M.
Choice and Information: Adolescents' Subject Selection in Australian Schools.
PUB DATE- Mar 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Career Education; *Course Selection (Students); *Decision Making; Educational Research; *Enrollment Influences; Foreign Countries; Grade 10; High Schools; Information Sources; Student Educational Objectives
IDENTIFIERS- *Australia (New South Wales)

A study examined subject choice for 16-year-olds (year 10 students) in schools in New South Wales (NSW), Australia. The sample contained students from 10 NSW coeducational government schools, 8 of which were in the outer-metropolitan regions of Sydney and 2 in a country region. In all, 1,048 students (528 males) who reported they were continuing to year 11 studies completed the questionnaire on subject choice. A total of 31 percent of students stated their current school did not offer the particular choice of subjects they wanted; 19.5 percent did not know whether their choice was available. Approximately 10 percent intended changing schools for the senior years; only 32 percent of them gave subject choice as the reason for the move. Seventy percent reported they were given the relevant information about subjects by their school; almost half sought disadvantaged families throughout Pennsylvania. The first document details the development/implementation of the Families Reading Together program, which built upon the findings of an existing special demonstration project and featured the following activities: adult basic education program based on a participatory approach that engaged parents in identifying issues, generating content, producing materials, and evaluating their own literacy learning; family literacy book club designed to encourage parents and children to read together and improve parents' literacy skills and confidence in their ability to educate their children; training/guided reading experiences for parents; and faculty workshops to develop teachers' understanding of literacy and teaching skills. The second document, "Children Achieving: The Influence of Access to Print Resources, Opportunity, and Parental Interaction in Storybook Reading," reports the original case-control study, in which the effect that improving families' access to literary materials has on parents' and children's language and reading skill development was explored by establishing a book club for parents (nearly all of whom were African-American or Latino) and children from six Head Start classrooms in three large metropolitan elementary schools. The second document includes 51 references and an appendix listing 12 children's literature selections. (MN)

ED 405 512 CE 073 777

Family Literacy at the Scranton Area Family Center. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Jun 96
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Basic Skills; College School Cooperation; Demonstration Programs; Early Childhood Education; Educational Cooperation; *Family Literacy; *Family Programs; Individualized Instruction; *Intergenerational Programs; *Literacy Education; *Low Income Groups; Numeracy; Program Effectiveness; School Community Programs; *Student Centered Curriculum; Two Year Colleges
IDENTIFIERS- 353 Project

In September 1995, the Scranton Area Family Center in Scranton, Pennsylvania, initiated a twice-weekly literacy class designed to build low-income parents' educational skills and personal confidence while simultaneously encouraging family literacy activities. Eight parents of children in the Scranton School District attended the class and received an average of 36.4 hours of instruction in reading, writing, mathematics, and family literacy activities. All students were pretested with the Tests of Adult Basic Education. Those students who attended class regularly learned to read a selection of children's books and to engage their children in activities designed to accompany the books. The class was assessed periodically and revised accordingly. Despite the course's poor attendance rate, which was attributed to the severe winter and transportation problems typically encountered by low-income individuals, the class was deemed a success. The parents made progress toward achieving their goal of improving their basic skills, and the children loved spending time at the family center. (Also included are the following: information on student demographics; the reading, writing, math, and family curricula;

Information Analysis Products (071)
DESCRIPTORS- Advocacy; Change Strategies; *Constructivism (Learning); Cooperation; Counseling; *Counselor Educators; Models; *Professional Associations; *Professional Development
IDENTIFIERS- ERIC Digests

The theme for the Association for Counselor Education and Supervision (ACES) 1993-94 was to promote professionalism, collaboration, and advocacy. To facilitate these goals, the ACES president, Barbara Griffin, engaged the members in a dialogue about change--a change supportive of collaboration and advocacy, a change that called for a strong commitment to professionalism. The focus in this Digest is a paradigm shift that directs counselors to consider constructivism and the influence it could have in the fields of counseling and counselor education and supervision. Constructivism is the idea that knowledge and reality are rooted in the individual and in society. This concept is not fixed, but relative and changeable, being functions of both personal and social constructs. As professionalism encompasses both attitude and action, constructivist thought can influence the profession by making practitioners more conscious of the attitudes or values that are embedded in current counseling practice, curriculum, materials, research activities, and advocacy agenda. Constructivist thought can help counselor educators and supervisors understand their professional responsibility to the larger culture. The advocacy agenda of the profession will be shaped by this knowledge and will result in a commitment to change. Collaboration is the process by which ACES members can make it happen. (LSR)

ED 405 534   CG 027 564

Lundberg, David J.; Thirsk, Robert W.
Cruising the Information Highway for Jobs: On-Line Career Development. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Information Systems; *College Students; Higher Education; Information Networks; Information Sources; *Internet; Job Applicants; Job Placement; *Job Search Methods; Online Systems; World Wide Web
IDENTIFIERS- ERIC Digests; Reality Orientation; *University of North Carolina Greensboro

Career services centers are discovering many of the world-wide job and career information resources currently available through the information highway and its primary thoroughfare, the Internet. The problem for students is that many do not have convenient access to on-line computer systems. The Career Services Center at the University of North Carolina at Greensboro provides students with practical and useful sources of employment information along with a detailed list of strategic instructions and keywords which prompt specific searches. Through search strategies, students are able to see a broader picture of career opportunities and identify jobs in specific locales (institutional, local, statewide, regional, nationwide, or worldwide). Additionally, use of the Internet may aid in the process of Reality Orientation (i.e., the individual sees what is actually available, what he/she is held at school. Results indicated that: (1) the lending library proved to be an exciting vehicle that fostered communication between the child's home and school; (2) parent involvement in a variety of activities increased; (3) the teacher had a more positive attitude. The teacher shared the results of the project with all faculty in the school, and the principal allocated funds for each classroom to establish its own lending library. (Contains nine references. Appendixes present parent and children questionnaires, and the results of parent and child discussion groups.) (RS)

ED 405 554   CS 012 742

Stahl, Steven A.; And Others
Fluency-Oriented Reading Instruction. Reading Research Report No. 79.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 55p.; For an earlier report, see ED 379 610.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Grade 2; *Instructional Effectiveness; Primary Education; *Reading Ability; *Reading Improvement; Reading Material Selection; Reading Research; Student Attitudes; Teacher Attitudes; *Word Recognition
IDENTIFIERS- Partner Reading; Reading Fluency; Repeated Readings

A 2-year project was designed to reorganize basal reading instruction as to stress fluent reading and automatic word recognition. The reorganized reading program had three components: a redesigned basal reading lesson, stressing repeated reading and partner reading; a choice reading period during the day; and a home reading program. Over the 2 years of the program, students made significantly greater than expected growth in reading ability in all 14 classes. All but 2 children who entered second grade reading at primer level or higher (and half of those who did not) were reading at grade level or higher by the end of the year. Growth in fluency and accuracy appeared to be consistent over the whole year. Students' and teachers' attitudes toward the program were positive. In evaluating individual components, results indicated that self-selected partnerings seemed to work best and that children chose partners primarily out of friendship. Children tended to choose books that were about or slightly below their instructional level. In addition, children seemed to benefit instructionally from more difficult materials, with the greater amount of scaffolding provided in this program. (Contains 49 references, and 4 tables and 6 figures of data. An appendix presents interview questions.) (Author/RS)

ED 405 555   CS 012 743

Pellegrini, A. D.; Galda, Lee
The Role of Close Relationships in Early Literacy Learning: Towards a Working Model. Reading Research Report No. 80.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)

Preservice Literacy Education Methods Course" (Victoria J. Risko); "A Community of Thinkers: Literacy Environments with Interactive Technology" (Marino C. Alvarez); "Technology and Literacy: Challenges of the Twenty-First Century" (Michael C. McKenna); "Integrating Technology and Reading/Language Arts at the Undergraduate Level" (Jo Ann F. Bass and others); "Building Critical Reading Skills and Countering Biases: Using Tradebooks with the 'Oregon Trail'" (Deborah L. Thompson); "Linking Reading to Math and Technology: Adventures on the 'Oregon Trail'" (Lynn H. Fox); "Learning from a Distance: Triumphs and Challenges" (Jane Meeks-Hager and Marilyn Eanet); "'Black Milk of Daybreak': The Literacy of Testimony and Witness" (Ray Simmers-Wolpow); "Reaction Paper: "'Black Milk of Daybreak': The Literacy of Testimony and Witness" (Eunice N. Askov); "Response Paper: 'Black Milk of Daybreak': The Literacy of Testimony and Witness" (Noemi Ban); "A Survey of Teachers' Reading Habits" Jerry L. Johns and Peggy Marciniec); "Factor Analysis of Teachers' Responses to Why They Don't Use Published Reading-Teaching Methods and What Would Cause Them to Do So" (Anthony V. Manzo and Ula C. Manzo); "Student Readiness to Learn: Judgments of Prospective Teachers about Background Based on Language Usage" (Richard Telfer and others); "A Content Analysis of Current Content Area Reading Textbooks" (Alexandra Ruschko and others); "Undergraduate Reading Metaphors: Traversing the Information Superhighway or Weaving the Web?" (Alice Randlett and Bobbie Stokes); "An Analysis of Story Content and Discussion through the Lens of Banks' Stage Theory of Ethnic Identity Development" (Louise M. Tomlinson); "Children's Book Awards and 1995 Shortlists from Five English-Speaking Countries" (Ira E. Aaron and Sylvia M. Hutchinson); and "Alternate Routes to Understanding: Reading and Writing in a Second Language" (Mary S. Benedetti and others). The collection concludes with a "problem court" article and a reaction paper in which various presenters take a humorous, but critical, look at issues related to implementing technology and "surfing" the information superhighway. (RS)

ED 405 573 CS 012 762

Schotanus, Helen; And Others
Reading Recovery Program Implementation Year Six, School Year 1995-96. Report of Results and Effectiveness.
PUB DATE- Sep 96
NOTE- 39p.; For earlier reports, see ED 364 869 and ED 363 859-860. For other reports in this series, see CS 012 763-764.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Early Intervention; Elementary School Students; Grade 1; *High Risk Students; *Instructional Effectiveness; Parent Attitudes; Primary Education; Program Descriptions; Program Effectiveness; Program Implementation; Reading Improvement; Reading Research; Reading Writing Relationship; *Remedial Reading; Teacher Attitudes
IDENTIFIERS- *New Hampshire; *Reading Recovery Projects

A study examined the results and effectiveness of the sixth year of the Reading Recovery program in New Hampshire. With the 95 Reading Recovery teachers from previous classes, 38 teachers in the new class, and 4 teacher leaders, a total of 137 teachers taught Reading Recovery during the 1995-96 school year. A total of 693 first-grade children identified as being at risk of reading failure were served. Results indicated that: (1) 549 (79%) successfully completed the program and were making at least average progress with regular classroom reading qualitatively to describe the nature of literacy instruction the course of the study. Analysis tried to make sense of the representative third-grade teacher's instruction by exploring the constructs which underpinned her notions about teaching, learning, and work. Results fall into five categories: (1) focus on personal life, (2) perceptions of children, (3) curricular influences, (4) perspectives on change, and (5) school and district context factors. (Contains 12 tables, one figure, and 62 references. Attached are library worksheets, a classroom literacy inventory protocol, and a student observation instrument.) (NKA)

ED 405 593 CS 215 775

Toth, Gail M.

The Effect of Cross-Age Peer Grouping on the Writing Achievement of Sixth and First Grade Students.

PUB DATE- 97

NOTE- 46p.; M.A. Project, Kean College of New Jersey.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)

DESCRIPTORS- *Cross Age Teaching; Elementary Education; Grade 1; Grade 6; Peer Groups; *Peer Teaching; Student Reaction; *Tutoring; *Writing Achievement; *Writing Improvement; *Writing Instruction; Writing Processes; Writing Research; Writing Skills

IDENTIFIERS- Union County Regional School District NJ

A study determined if cross-age pairing of first-grade and sixth-grade students would have an effect on writing achievement. For 6 weeks, one group of beginning first-grade writers was paired with more able sixth-grade developing writers, while another group of beginning first-grade writers and sixth-grade developing writers was not cross-age paired. The four groups (all students in the Union County, New Jersey, school district) were given a writing sample and a writing survey before and after the project period. A picture response writing sample and an opinion writing survey of how students perceive themselves as writers and how they think others perceive them as writers were identical for each sixth-grade and each first-grade group. The average gain in holistic scoring results of the paired sixth-grade group was significant when compared with those of the non-paired sixth-grade writers. Ideas and content, word choice, and total words written increased more in the paired group than they did in the non-paired group. In addition, many useful writing skills were shared between paired writers and a friendship developed between many partners. The tutors needed to increase their skills to provide the support necessary to help the grade 1 students. Paired students asked questions, discussed the writing process and sentence structure, and organized their thoughts together. (Attached are 6 appendixes of research materials; contains 39 references.) (Author/TB)

ED 405 594 CS 215 779

Henning, John

Beyond Syntax: The Identification and Assessment of Interpretants Utilized by Expert Writers.

PUB DATE- Mar 97

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

in influencing the debaters' "self-talk" or internal dialogues as the more important messages. The study used R. Petty and J. Cacioppo's (1986) elaboration likelihood model (ELM theory) to evaluate the debater's self-talk about the round immediately after a debate. The study was administered at the National Championship Tournament of the Cross Examination Debate Association held on the campus of California State University at Long Beach during the spring semester of 1996. A survey packet was distributed with round 4 ballots to all 97 judges, who were asked to complete the questionnaire and to distribute a different questionnaire to the debaters at the completion of the round and after any oral critiques. Judges returned 88 of the 97 surveys and debaters, 266 out of 388, or 91% and 69% respectively. Results indicated that debaters viewed judges who announced winners and those who gave oral comments much more favorably than those who did not. Whether the debater won or lost was also an influence. Findings suggest that debaters often react to oral critique with a mixture of elaborate and peripheral thinking, with the study providing at least one index to elaborate thinking and three indices of peripheral thinking. (Contains 13 references.) (CR)

ED 405 617 CS 509 460

Swartz, Omar
The Value of the Undergraduate Teaching/Tutoring Experience For Graduate School Success: A Personal Narrative.
PUB DATE- Nov 96
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Graduate Students; Higher Education; Personal Narratives; Speech Communication; Student Attitudes; *Student Development; Student Experience; Student Improvement; Student Needs; Success; *Teaching Assistants; *Tutoring; *Undergraduate Students
IDENTIFIERS- Speech Communication Education

For any student, the first semester of graduate school is the most traumatic experience in his or her career as a graduate student. Fortunately, there are some things that can be done to make the transition for these students easier. Getting undergraduate students involved in the classrooms in positions of pedagogical responsibility is the most effective thing that can be done to prepare them for success in graduate school. These teaching and tutoring experiences can open doors. For one professor, his experience as a speech communication major as an undergraduate and the mentoring relationships available to him got him involved in tutoring and teaching at the undergraduate level. Grading speeches alongside an instructor (mentor), going over evaluations and comparing them with his, and being encouraged to write and deliver lectures in class all serve to make the classroom and the teaching environment a more comfortable place for a graduate student teaching assistant. When graduate students gain agency over their education, with strength in writing, leadership, and teaching, then their approach to graduate school changes--and that change will reverberate up through the academic hierarchy. (CR)

ED 405 618 CS 509 462

to consider are the definitions and purposes of portfolios, student ownership, and scoring procedures. (Contains 25 references.) (LMI)

ED 405 635 EA 027 815

Lowham, Jim

Evolution of Intentions from State Policy Development to Classroom Implementation: Systems, Subsystems, and Interdependence.

PUB DATE- Apr 96

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Educational Change; Elementary Secondary Education; Organizational Effectiveness; Organizational Objectives; *Policy Formation; Program Implementation; Resistance to Change; *Systems Approach; *Theory Practice Relationship

Educational policy does not always translate into programs that are consistent with the policymakers' original intentions. This paper presents findings of a case study that followed the course of a policy developed at the state level to teacher practice at the classroom level. Set in a western state, the study collected data through document review and interviews with 30 individuals associated with state policymaking, the state Department of Education, local school districts, and individual schools. Participants tended to view their subsystems as complete and not within the context of the entire system, which contributed to a decrease in community involvement. The study generated the following hypotheses: (1) Significant change in a system will occur only when the policy windows are open; (2) intentions evolve as a policy moves through the continuum; and (3) individuals who had higher-than-average levels of participation in program implementation demonstrated a higher degree of policy ownership and fidelity to policymakers' intentions than did individuals who were less involved. One figure and one table are included. (Contains 13 references.) (LMI)

ED 405 636 EA 027 998

Statewide Academic Standards: Doing It Right. A Position Paper of the Association of California School Administrators. Special Report.

PUB DATE- 96

NOTE- 32p.; Prepared by the ACSA Task Force on Statewide Academic Standards. Adopted by the ACSA Board of Directors, June 21, 1996.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Achievement; *Academic Standards; *Accountability; Curriculum; *Educational Assessment; Elementary Secondary Education; State Legislation; *State Standards; *Student Evaluation

IDENTIFIERS- *California

The California Assessment of Academic Achievement Act of 1995 mandates the development and adoption of statewide academically rigorous content and performance standards in core curriculum

DESCRIPTORS- Audiology; *Certification; Change Strategies; Competency Based Teacher Education; *Disabilities; *Early Intervention; Educational Legislation; Federal Legislation; Infants; Medicine; National Surveys; Nursing; Nutrition; Occupational Therapy; Physical Therapy; Preschool Education; Psychology; Qualifications; Social Work; Special Education; Speech Language Pathology; *State Standards; Teacher Certification; Toddlers

IDENTIFIERS- Education of the Handicapped Act 1986 (Part B); Education of the Handicapped Act 1986 (Part H)

This study gathered information on the certification, licensure, and/or credentialing processes of professional disciplines involved in service delivery to infants, toddlers, and preschool children with special needs, as legislated by Parts H and Part B of Public Law 99-457. The 10 disciplines targeted in the national survey were special education, physical therapy, occupational therapy, speech pathology, audiology, nursing, medicine, nutrition, psychology, and social work. Data collected from Part H state coordinators (N=49) indicate that most states have standards for a majority of the disciplines, but many states are using personnel standards which regulate services to a broader age range than 0 to 3 years, or 3 to 5 years. Data also suggest that there exists a lack of trained personnel available to implement early intervention services. Most licensure/certification is based on coursework as opposed to competencies. Several actions are recommended to develop a comprehensive system of personnel development and the development of standards specific to the 0 to 3 population. A list of state regulatory agencies for each of the 10 disciplines is appended. (Contains 14 references.) (JDD)

ED 405 656 EC 301 873

Clifford, Richard M.; And Others

Financing Part H Services: A State Level View.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Feb 93

NOTE- 75p.; For an earlier related report, see ED 353 704.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Delivery Systems; *Disabilities; *Early Intervention; Educational Legislation; *Federal Aid; Federal Legislation; *Financial Support; Infants; National Surveys; Preschool Education; Program Implementation; *State Aid; State Programs; Toddlers

IDENTIFIERS- *Individuals with Disabilities Education Act Part H

Four years after passage of Public Law 99-457, a survey was conducted of 30 state Part H Coordinators regarding the financing of Part H services. Coordinators were asked to estimate the percentage of the state's total funding that came from each of 44 potential sources for financing the implementation of Part H. Every one of the 44 sources was used by at least one state for at least 1 percent of its Part H system costs. States reported using, on the average, about 21 different sources of funding. Most sources were federal, in both the education area and health and human resources areas. Over half of the dollars used to fund the Part H system were federal, about one-third were state/local, and the remaining tenth were nongovernmental. As the number of people involved in the development and implementation of the Part H finance system increased, the total number of sources used increased and the number of sources used moderately to heavily decreased. States

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Disadvantaged; Early Intervention; *Emergent Literacy; Foreign Countries; *High Risk Students; *Inclusive Schools; *Instructional Effectiveness; Literacy Education; Mainstreaming; Primary Education; Program Effectiveness; *Reading Instruction; Reading Programs; Special Needs Students
IDENTIFIERS- Australia; Reading Recovery Projects; Success for All Program

This research review examined the use of a whole class early literacy program in classes which included disadvantaged and at-risk children in Australia. The program, Schoolwide Early Language and Literacy (SWELL), is based on an interactive compensatory theory of literacy acquisition adapted from Success for All, a U.S. early literacy program. The review found that by the end of kindergarten, children in SWELL schools outperformed counterparts in control schools on tests measuring the reading of connected text but not on other early literacy measures. At-risk students, including those with mild intellectual disability, were able to master partial phonetic cue reading in the SWELL program. Follow-up studies indicated that by the end of Year 1 (Grade 1), all children in SWELL schools outperformed their counterparts in control schools on four of five early literacy tests. However, at-risk students who had received the individualized Reading Recovery program outperformed similar students in SWELL schools and control schools on two of five literacy tests. Further follow-up midway through Year 2 (Grade 2) no longer indicated any differences among the individualized Reading Recovery program students, the SWELL whole class students, or the small groups in control schools. The review addresses the implications of the use of a structured program such as SWELL as a whole class program and as the most effective individualized program for inclusion of at-risk students. (Contains 58 references.) (Author/DB)

ED 405 674 EC 305 373

Huovinen, Matti
A Study of the Basic Needs of the Mentally Handicapped in the Segezha District.
PUB DATE- Apr 96
NOTE- 84p.; Report on the Tacis Bistro Project (Agreement No. BIS/95/175/030).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Children; *Family Characteristics; Foreign Countries; Incidence; *Mental Retardation; *Parent Education; *Professional Development; Residential Care; *Social Services
IDENTIFIERS- Finland; *Russia

This report discusses a study of the characteristics and needs of children with mental retardation in the Segezha district in the Republic of Carelia in Russia. A training program for professionals and parents of children with mental retardation is also described. As a background for the study, statistical information regarding the populations' social status and health is discussed in Chapters 2-5. Information about the district is compared to similar statistics from Kainuu, Finland. In Chapters 6-9 the regulations concerning the care of people with disabilities in Carelia as well as the services currently available are reviewed. Chapter 10 focuses on the 154 children (researchers, policy makers, special and regular education teachers, school psychologists, and principals). A total of 1,123 persons, who were asked to rate each of the 228 variables according to a 3-point scale, responded to the questionnaire. Variables rated by the entire group as being of high importance and moderate importance in arranging learning environments were identified as "effective practices." (Author/DB)

ED 405 693 EC 305 403

Rosenfield, Sylvia; And Others
Research Design, Measurement Methodologies and Procedures Utilized by OSEP-Funded Projects.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 90
NOTE- 51p.; In: Designing and Evaluating School Learning Environments for Effective Mainstreaming of Special Education Students: Synthesis, Validation, and Dissemination of Research Methods. Final Report; see EC 305 400.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Federal Aid; High Risk Students; Interviews; *Learning Processes; *Mainstreaming; *Performance Factors; Regular and Special Education Relationship; *Research Design; *Research Methodology; Research Needs; Research Projects
IDENTIFIERS- Office of Special Education Programs; *Research Cooperation

This study addressed research collaboration on a range of instructional and administrative issues concerning how best to serve the educational needs of students with disabilities or at risk in general education classrooms. A group of expert researchers (N=31), funded to conduct research on the General Education Initiative (GEI), was interviewed to examine the research variables they selected and their procedures for implementing them. The selected research variables were arrayed against a framework of variables found to be influential in learning. Issues concerning the procedures that researchers follow to select their methods for operationalizing the variables were considered. Needs for technical assistance in this area were presented. Finally, patterns of collaboration and suggestions to facilitate additional collaboration among researchers were elicited. The study found a lack of research on parental factors related to the GEI and on the issues of common demographic and marker variables or instrumentation. Appended are the interview protocol and a list of influential variables in learning addressed by 28 federally funded projects. (Contains 14 references.) (DB)

ED 405 694 EC 305 404

Reynolds, Maynard C.; And Others
Variables Important to Learning: A Knowledge Base for Special and Regular Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 90
NOTE- 16p.; In: Designing and Evaluating School Learning Environments for Effective Mainstreaming of Special Education Students: Synthesis, Validation, and Dissemination of Research Methods. Final Report; see EC 305 400.

ED 405 712 EC 305 432

Vicker, Beverly
Using Tangible Symbols for Communication Purposes: An Optional Step in Building the Two-Way Communication Process.
PUB DATE- 96
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Augmentative and Alternative Communication; *Communication Aids (for Disabled); *Disabilities; *Educational Strategies; Elementary Secondary Education; Program Design; Program Effectiveness; Skill Development; *Symbolism
IDENTIFIERS- *Tangible Symbol Systems

This report is intended to provide ideas to assist professionals and students in the exploration of tangible symbols for intervention purposes in working with visually capable individuals with disabilities. The first section provides an overview of tangible symbols and discusses the differences between tangible symbols and tangible objects, when and why a tangible symbols system should be used, how tangible symbols can be used, what types of tangible symbols may be used to support communication use and the understanding of messages, the most important considerations that could impact tangible symbol selection, and general considerations to guide symbol selection. The second section focuses on the usage of tangible symbols and describes how tangible symbols can be displayed for schedule/calendar, sequence, choice, and communication displays; the appearance of a tangible object schedule; a tangible symbol sequence display; a tangible choice board display; and a tangible symbol communication display. Appendices include a description of communicative functions and a checklist to use when considering programming with tangible symbols. (CR)

ED 405 713 EC 305 433

Providing Effective Behavior Support.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Ancillary School Services; Antisocial Behavior; *Behavior Change; *Behavior Disorders; *Change Strategies; Educational Environment; Elementary Secondary Education; Interpersonal Competence; *Intervention; Leadership; Models; Principals; Pupil Personnel Services; Special Education; Teamwork; Technical Assistance
IDENTIFIERS- *Oregon

This theme issue addresses the provision of behavioral support for students with behavior disorders. The first article, "Providing Effective Behavior Support to All Students: Procedures and Processes" (George Sugai), summarizes the

O Odham People; Uncommonly Taught Languages

Theories of human migration have been invoked to account for the difference between large-scale spread of languages and linguistic elements, as opposed to small-scale local, residual distributions. The field of dialectology understands linguistic elements as distributed across human populations, with migration as only one possible mechanism of such distributions. Anthropological dialectology, grounded in the material circumstances of human populations, can offer an alternative to migration theories. The inherent variability of languages yields tokens that speakers can deploy to make claims on resources, and differentiate localist from distributed sociolinguistic stances toward this variability. People with secure primary claims on essential resources are more likely to favor localist stances, while people who lack adequate primary claims and draw instead on a diverse range of secondary or indirect claims are more likely to favor distributed stances. Distributed stances encourage the spread of sociolinguistic variables, while localist stances inhibit spread. The stances and their effects on distribution of language variation are illustrated by a study of two dialects of the Tohono O Odham (Papago) language. Contains 31 references. (Author)

ED 405 733 FL 024 468

Ehrman, Madeline E.
Understanding Second Language Learning Difficulties.
PUB DATE- 96
NOTE- 363p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Anxiety; Case Studies; Classroom Communication; Classroom Research; Clinical Diagnosis; *Cognitive Style; Consultants; Data Collection; Field Dependence Independence; Identification; Instructional Improvement; Language Aptitude; Learning Motivation; *Learning Problems; *Learning Strategies; *Learning Theories; Personality Traits; Questioning Techniques; Questionnaires; Second Language Instruction; *Second Language Learning; Second Languages; Self Efficacy; *Student Characteristics; Tests

The book discusses in detail a variety of practical and theoretical issues in identifying and addressing second language learning problems. Intended primarily for classroom teachers working with late teenagers or adults, it focuses on learning styles, affective factors, and learning strategies. Real and composite case studies are presented throughout the text, and emphasis is on the teacher's role in identifying and solving problems. An introductory chapter explains the purpose and organization of the book. Subsequent chapter topics include: methods of direct data collection (observation and interviews); cognitive (learning) styles; field dependence and field sensitivity; personality models; the affective dimension (motivation, self-efficacy, and anxiety); student biographical and background information and learning strategies; using information from questionnaires and tests, and assessing language aptitude; case studies of specific situations; knowing when to seek outside help; and applying the book's content in the classroom. Appended materials include a sample biographical/background questionnaire, an instrument for assessing student study approach, and motivation and learning strategies questionnaire, notes standardized test item characteristics, personal variables, professional status, and stress variables were analyzed. The dependent variable was the general stress level of faculty respondents. Respondents indicated the level of stress they experienced in the past two years. A regression analysis was used to determine the impact of institution size, control, selectivity and type on the reported faculty stress level. Several factors were found to be significant in predicting overall stress. After controlling for personal characteristics and stress attributed to work-related conditions, institutional variables did not appear to be significant predictors of faculty stress. Among professional status variables, only academic rank was identified as a significant predictor of general stress with higher rank predicting higher stress. Tables include profiles of respondents, independent variables, composition of occupational stress factors, mean level of stress by institutional characteristics, and results of regression analysis for variables predicting faculty stress. (Contains 17 references.) (JLS)

ED 405 753   HE 029 774

Berdahl, Robert
The Quasi-Privatization of a Public Honors College: A Case Study of St. Mary's College in Maryland. ASHE Annual Meeting Paper.
PUB DATE- Nov 96
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Memphis, TN, November 1, 1996). Contains some blurred type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; Budgeting; Case Studies; *College Administration; Efficiency; *Government School Relationship; Higher Education; Honors Curriculum; *Institutional Autonomy; Interviews; Liberal Arts; *Privatization; State Aid; State Colleges
IDENTIFIERS- Saint Marys College of Maryland

This case study concerns the 1992 Maryland legislation which granted St. Mary's College, a Public Honors College, a lump sum budget and exemption from most normal state controls. In return, there was an institutional agreement to cap state tax support at an agreed upon level and to use money from tuition increases to fund low income students. This case study asks what have been the major consequences of a hybrid public/private status, whether the state government yielded to much autonomy to the college, and whether necessary accountability has been lost. Twenty-three interviews were done with 12 participants from within the college and 11 from various branches of Maryland state government. A Middle States Team Report found that student diversity had increased, entering students' grade point averages were higher, faculty quality and diversity had increased, faculty-student ratios were improved, and non-teaching staff reported satisfaction with working conditions. The curriculum received praise for its planning and implementation. Both state officials and college officials have been pleased with the results of the agreement. It appears that the independent governing board has been a key to the success of the agreement and the influence of the current president has also been crucial and this may have impact in the future when there is a change of personnel. (JLS)

ED 405 754   HE 029 987

definitions and Appendix B contains the footnotes and data sources for each of the tables. (JLS)

ED 405 773 HE 030 023

Facts and Figures: A Compendium of Statistics on Ontario Universities. Spring 1994. Volume 2.
PUB DATE- 94
NOTE- 189p.; For related documents, see HE 030 022-024 and ED 403 847.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; College Faculty; Demography; *Educational Facilities; *Educational Finance; *Enrollment Rate; Federal Aid; *Financial Support; Foreign Countries; Government Role; Higher Education; Operating Expenses; State Aid; State Government; *State Universities; Student Characteristics; *Student Costs; Tables (Data); Tuition
IDENTIFIERS- *Ontario

The purpose of this compendium is to provide consistent and accurate statistical and graphic information on the Ontario (Canada) university system. There are six sections which provide: (1) Ontario population data; (2) financial data including revenues and expenses with expendable revenue by source, operating revenue by fund, and expenses by object class; (3) student data including headcount, undergraduate and graduate enrollment by field of study and level, applicants and registrants, female/male ratios, degrees awarded (by level, discipline, and gender), other student characteristics, participation rates, and student/faculty ratios; (4) fees data including differences between Canadian and foreign students; (5) faculty and staff data including full and part-time faculty and non-academic staff; and (6) physical facilities data. Data are generally provided for 1983 through 1993 except population data which are for 1991. Tables are derived from Council of Ontario Universities reports and databases, Statistics Canada publications, 1991 Canada census data, and from special runs by the Ontario Ministry of Education and Training. Appendix A is a glossary of terms and definitions and Appendix B contains the footnotes and data sources for each of the tables. (JLS)

ED 405 774 HE 030 024

Facts and Figures: A Compendium of Statistics on Ontario Universities. Spring 1995. Volume 3.
PUB DATE- Jul 95
NOTE- 225p.; For related documents, see HE 030 022-023 and ED 403 847.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; *College Faculty; *Educational Facilities; *Educational Finance; *Enrollment Rate; Federal Aid; Financial Support; Foreign Countries; Government Role; Higher Education; Operating Expenses; Scholarships; State Aid; State Government; *State Universities; Student Characteristics; *Student Costs; Tables (Data); Tuition
IDENTIFIERS- *Ontario

The purpose of this compendium is to provide consistent and accurate statistical and graphic information on the Ontario (Canada) university system. There are seven sections which provide: (1) Ontario population data; (2) financial data including revenues and expenses with expendable revenue by government-sponsored entities (GSEs): the Student Loan Marketing Association (Sallie Mae) and the College Construction Loan Insurance Association (Connie Lee). The two issues specifically addressed by the panel were: (1) whether these GSEs were mature enough to make privatization desirable, and (2) what effects privatization might have on their investors. The report includes prepared statements by panel members Darby Bradbury, Department of Treasury, who testified in favor of privatization and also presented some historical background on the Treasury's longstanding relationship with Sallie Mae, and its position on Connie Lee; Lawrence Hough, Student Loan Marketing Association, who also supported privatization; Leo Kornfeld, Department of Education, who raised some special issues relative to privatization of Sallie Mae; and Oliver Sockwell, College Construction Loan Insurance Association, who sought complete privatization of his organization. Included also are statements by panel members Fred Khedouri, of Bear, Stearns & Company, and Robert Torrey; the transcript of the question-and-and-answer session that followed the formal presentation; and statements submitted by other interested parties. (CH)

ED 405 794 IR 015 257

Parker, Judy
Communicating with the Public.
PUB DATE- 91
NOTE- 60p.; Photograph on p.29 will copy poorly. For related documents, see IR 015 256-259.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Effectiveness; *Communication Skills; Educational Administration; Elementary Secondary Education; Information Management; Interpersonal Communication; Mass Media; Parent Teacher Conferences; Personnel Management; *Public Relations; School Based Management; School Community Relationship; School Districts; Social Networks; Worksheets

This collection of guidelines and worksheets provides information on the development of good communication skills, aspects of interpersonal communications, and elements of administrator effectiveness in the field of education. Specifically mentioned are a public relations project; coping with rumors and grapevine information; social networking; identifying and informing the public; criteria for publications; guidelines for principals; personnel management; a suggested planning calendar; school newsletters; internal public relations; parent teacher conferences; mass media interviews; student discipline; telephone surveys; involving non-parents in the schools; improving school community relations; writing; staff morale; information dissemination; and a code of ethics. (DB)

ED 405 795 IR 015 434

Distance Learning for California Schools: A Resource Guide on Live Interactive Televised Instruction.
PUB DATE- 90
NOTE- 57p.; For companion Task Force recommendations, see IR 015 434.
LANGUAGE- English

oriented paradigm, have found the paradigm shift difficult even without a change of programming language. Accomplishments and problems were experienced during the first two offerings of the revised class. The students enjoyed using C and appreciated the experience of a real world programming environment. From the student point of view, object oriented programming is just as "natural" as function oriented programming, and it was not difficult to implement the basic themes of the introductory computer science course using C . Using C with objects in the introductory computer science course is effective, provides an experience needed in the market place, and has positive benefits for the rest of the computer science curriculum. The paper also describes the selection of an introductory textbook and compiler program. (Contains 13 references.) (Author/SWC)

ED 405 814 IR 018 254

Fernekes, Bob
Web Database Development: Implications for Academic Publishing.
PUB DATE- 96
NOTE- 5p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Communication; Computer Networks; Computer Software Development; *Databases; Decision Support Systems; *Electronic Publishing; Higher Education; *Information Retrieval; *Input Output Devices; Internet; *Online Searching; *World Wide Web
IDENTIFIERS- *Scholarly Writing; Search Engines

This paper discusses the preliminary planning, design, and development of a pilot project to create an Internet accessible database and search tool for locating and distributing company data and scholarly work. Team members established four project objectives: (1) to develop a Web accessible database and decision tool that creates Web pages on the fly; (2) to design an easy-to-use, forms-based input system for creating and updating entries; (3) to develop a tool for organizing and distributing information on startup growth companies and market leaders covering primarily computer software firms that have Internet products and services; and (4) to provide a forum for entrepreneurs, business students, faculty, analysts, and venture capitalists to share their views, papers, case studies, and company reports. Cold Fusion v1.5 was selected as the development tool for delivering Web-based database applications on a Windows server. Cold Fusion uses Hyper-Text Markup Language (HTML), Common Gateway Interface (CGI), Structured Query Language (SQL), and Open Database Connectivity (ODBC) as building blocks. A diagram illustrates how Cold Fusion uses templates. (SWC)

ED 405 815 IR 018 255

Field, David
Using a Computer Program To Enhance an English Course in the Novel.
PUB DATE- 96
NOTE- 5p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.

the class. Students completed homework assignments and turned them in to the instructor on floppy disks. The instructor then reviewed the students' writings, annotating any errors, and then returned the annotated disks to the students. The paperless writing course proved to be effective in allowing the instructor and student greater flexibility in creating and meeting assignment deadlines and promoting better, more efficient communication flow between student and teacher. (AEF)

ED 405 832 IR 018 272

Snyder, Robin M.
Neural Networks for the Beginner.
PUB DATE- 96
NOTE- 8p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; Computer Oriented Programs; *Computer System Design; Expert Systems; *Information Networks; Information Processing; *Information Technology; *Pattern Recognition; Problem Solving
IDENTIFIERS- *Neural Networks

Motivated by the brain, neural networks are a right-brained approach to artificial intelligence that is used to recognize patterns based on previous training. In practice, one would not program an expert system to recognize a pattern and one would not train a neural network to make decisions from rules; but one could combine the best features of each in solving a problem. One of the simplest and most common neural network models is the fully connected three layer model that consists of the input layer, the hidden layer, and the output layer. Instead of programming a neural network, the neural network is trained by presenting a history of inputs and outputs to the network. Training can be difficult and time-consuming, but after training, the neural network can quickly recognize patterns. One of the easiest places in which to integrate neural networks into the curriculum is a follow-on to the study of regression. The goal of regression is to determine a functional relationship between a dependent variable and one or more independent variables. Neural network software is becoming more available and more affordable. An annotated bibliography of selected literature on neural networks and a brief history of neural networks follows the discussion in this paper. (Contains 11 references.) (AEF)

ED 405 833 IR 018 273

Snyder, Robin M.
A Personal Multimedia System for Instructional Support.
PUB DATE- 96
NOTE- 11p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer System Design; Design Requirements;

locator) and e-mail address index, and subject index are provided. (Contains 25 references.) (Author/SWC)

ED 405 850 IR 018 299

State Education Network Survey.
PUB DATE- 97
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Networks; Computer Uses in Education; Educational Cooperation; Educational Finance; *Educational Policy; Educational Strategies; *Educational Technology; Elementary Secondary Education; Internet; Online Systems; *Regional Planning; *State Programs; State School District Relationship; Surveys; Telecommunications
IDENTIFIERS- Alabama; Arkansas; Florida; Georgia; Kentucky; Louisiana; Maryland; Mississippi; North Carolina; Oklahoma; South Carolina; *Southern Regional Education Board; *Technological Infrastructure; Tennessee; Texas; Virginia; West Virginia

The Southern Regional Education Board (SREB), with the help of its Educational Technology Cooperative and its Wide Area Networking Task Group, designed a survey to identify the computer networking resources in the 15 SREB states. The survey was conducted to identify: (1) the various statewide educational networks in each of the SREB states; (2) the technologies that constitute the infrastructure for these networks; (3) the educational programming delivered through these networks; and (4) the important policy issues in educational networking. The report contains information about statewide networks in the SREB member states that serve the education community and are under state authority. The report covers: network description, network connection, rate structure, instructional programming, funding, staffing, and the more challenging policy issues related to educational networking. Summaries of SREB statewide networks are followed by a longer description of networks in each state: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. An appendix listing survey participants by state and a glossary are provided. (Author/SWC)

ED 405 851 IR 018 300

Information and Communication Technologies in Development: a UNESCO Perspective.
PUB DATE- Dec 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change; *Computer Networks; Developing Nations; *Development; Elementary Secondary Education; Foreign Countries; Government (Administrative Body); Information Dissemination; Information Industry; Information Management; *Information Technology; Internet; Libraries; Mass Media; Public Agencies; Schools; *Technological Advancement; *Telecommunications
IDENTIFIERS- *Barriers to Implementation; *UNESCO

The rapid development and use of information and communication technologies (ICTs) has a direct and dramatic impact on all

Conference on Performance Measurement in Libraries and Information Services (1st, Northumberland, England, August 30-September 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Awards; *Evaluation Methods; Faculty; Foreign Countries; Higher Education; *Library Administration; *Organizational Effectiveness; Quality Control; *Total Quality Management; Users (Information)
IDENTIFIERS- European Quality Award; Performance Indicators; Quality Indicators; Service Quality; Society; *Stakeholders

In the field of total quality management (TQM), the term "customer" has been redefined to include all stakeholders, people who have an interest in the organization and its activities, from traditional customers to employees and society as a whole. The stakeholders of an academic library include: students, academic staff, university and library support staff, university and library managers, the government, society (local, regional, national, and international), the international research community, and posterity. Two figures show the criteria for the European Quality Award (EQA), a prestigious prize for which companies across Europe compete each year, and a quality management map, which illustrates how the elements of quality management fit together and how they can be applied to libraries and information services. The quality management map has four stages: (1) Inputs--total commitment, management responsibility, stakeholder requirements, quality assurance, quality management system and standards, and resources; (2) Processes--process control and process activities; (3) Outputs and Outcomes--products and services and use of products and services; and (4) Review and Improvement--zero defects, inspection and test, continuous assessment and improvement, non-conformance control, conformance to requirements, and corrective action. Another quality methodology also measures key dimensions of service as seen by the customer: reliability, assurance, tangibles, empathy, and responsiveness. Several other research projects in quality management in libraries are discussed. (Contains 11 references.) (SWC)

ED 405 869 IR 056 298

Town, J. Stephen
Benchmarking and Performance Measurement.
PUB DATE- 95
NOTE- 8p.; Paper presented at the Northumbria International Conference on Performance Measurement in Libraries and Information Services (1st, Northumberland, England, August 30-September 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Cost Effectiveness; Feedback; Foreign Countries; Higher Education; Innovation; Library Administration; Library Collections; Library Cooperation; *Library Services; Library Surveys; *Measurement Techniques; Military Schools; *Organizational Effectiveness; Partnerships in Education; Staff Development; *Total Quality Management; User Satisfaction (Information)
IDENTIFIERS- Barriers to Participation; *Benchmarking; *Cranfield University (England); England (Swindon); Quality Indicators;

sheets; student project work; group review; services statistics; and focus groups. Focus groups involve people--users or customers possessing similar characteristics such as environment, knowledge, and background--who participate in focused discussions on a specific topic, and thereby provide qualitative data. Unlike the other evaluation methods, focus groups are used to: (1) gain relatively fast reaction to subjects perceived as needing improvement or change; (2) improve communication or an understanding gap between groups such as students and staff or staff and library staff; (3) generate ideas; and (4) provide additional information to combine with other measurement methods. The procedures used at Huddersfield for organizing focus groups and some experiences are discussed. Focus groups provide new and unexpected insights into user perceptions, behavior, and attitudes which are vital if libraries are to successfully manage their resources and environment. When used in the context of other performance evaluation and measurement methods, focus groups can provide a much more detailed insight into how libraries are perceived and used. (SWC)

ED 405 885 IR 056 320

Statistics of Oklahoma Public and Institutional Libraries. July 1, 1994 - June 30, 1995.
PUB DATE- 96
NOTE- 77p.; Some pages contain very light type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; Facilities; Library Collections; Library Expenditures; Library Personnel; Library Services; *Library Statistics; *Public Libraries; *Special Libraries; State Programs; *Statistical Analysis; Tables (Data)
IDENTIFIERS- *Oklahoma

Public library and institutional library statistics are presented in this document. The first section, which focuses on public library statistics, provides an analysis of fiscal year 1995 data on income, expenditures, and resources. Following this analysis are five tables of statistics on operating income, expenditures, library collection and staff, services and programs, and selected performance measures. The second section presents three tables of statistics on income, expenditures and collection and staff in institutional libraries. Services and programs are covered in four final tables, representing mental retardation facilities, juvenile correctional institutions, adult correctional institutions, and mental institutions. (AEF)

ED 405 886 IR 056 321

Roster of Oklahoma Public and Institutional Libraries. July 1, 1994 - June 30, 1995.
PUB DATE- 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Centers; *Directories; Governing Boards; Library Personnel; Organizations (Groups); *Public Libraries; *Special Libraries; State Programs
IDENTIFIERS- *Oklahoma

This document is a directory of Oklahoma public libraries and library boards, institutional libraries, and key personnel. The lack of sufficient hardware and software and to inadequate communication between faculty and lab personnel. A short bibliography, data tables, and an essay evaluation scale are attached. (JSP)

ED 405 906 JC 940 257

Roueche, Suanne D., Ed.
Innovation Abstracts, Volume XV, 1993.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.; Richardson (Sid W.) Foundation, Fort Worth, Tex.
PUB DATE- 93
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Dialects; *Classroom Techniques; *College Instruction; Community Colleges; Cooperative Learning; Cooperative Programs; Evaluation Methods; *Faculty Development; Instructional Development; Instructional Improvement; *Instructional Innovation; *Learning Activities; Learning Strategies; Mathematics Instruction; Peer Evaluation; Publish or Perish Issue; Role Playing; Teacher Effectiveness; *Teaching Methods; Two Year Colleges; Writing Instruction

This volume of 30 one- to two-page abstracts from 1993 highlights a variety of innovative approaches to teaching and learning in the community college. Topics covered in the abstracts include: (1) role-playing to encourage critical thinking; (2) team learning techniques to cultivate business skills; (3) librarian-instructor partnerships to create a bond for student success; (4) the National Institute for Staff and Organizational Development's role in faculty development; (5) teaching business law in a mock courtroom; (6) faculty development for part-time instructors; (7) a teaching factory which prepares students for careers in manufacturing; (8) honors philosophy classes that meet in restaurants; (9) strategies for teaching mathematics as an international language; (10) the use of peer review and portfolios in a writing class; (11) teaching communications for technical students; (12) using student presentations in an economics class to make technical terminology understandable; (13) assigning students two-person dialogues between television characters to debunk microbiology myths; (14) culturally sensitive strategies for teaching speakers of Black English; (15) having at-risk students assume the role of literary critics to discuss literature; (16) giving students essay questions a few days before the exam to improve study skills; (17) collaboration with college librarians in library assignments; (18) the use of drills at the beginning of class to encourage developmental mathematics attendance; (19) cooperative learning in mathematics; (20) designing an effective advisory committee; (21) a group approach to multiple choice tests; (22) using pen pals with basic writing students; (23) an incremental approach to measuring institutional effectiveness; (24) self-regulated foreign language learners; (25) the use of a feedback sheet to evaluate class performance; and (26) publishing student essays. (KP)

ED 405 907 JC 970 168

Biller, Jerry
Math in Art or Art in Math.
PUB DATE- Oct 95

a sampling of National Program projects, under each of the NLS's activity areas. The next 12 sections describe literacy programs and activities in these provinces and territories: Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland and Labrador, Northwest Territories, Nova Scotia, Ontario, Prince Edward Island, Quebec, Saskatchewan, and Yukon Territory. Each section begins with a chart that highlights this Survey of Literacy Skills Used in Everyday Activities information: total number of Canadians surveyed, number of adults surveyed in that province or territory, and percentage of adults in those two groups in Reading Levels 1-4. Some or all of this information is then provided: structure of the literacy program, descriptions of programs and initiatives, success factors, budget, staff, and contacts. (YLB)

ED 405 458 CE 073 633

Basu, C. K.
Asia-Pacific Partnership for Human Development through TVET.
PUB DATE- Dec 96
NOTE- 7p.; Paper presented at the Annual Meeting of the International Vocational Education and Training Association and the American Vocational Association (Cincinnati, OH, December 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Planning; Educational Cooperation; Educational Needs; Educational Planning; Educational Technology; Education Work Relationship; Foreign Countries; International Cooperation; *International Educational Exchange; *Labor Force Development; Needs Assessment; *Partnerships in Education; Secondary Education; *Strategic Planning; *Technical Education; *Vocational Education
IDENTIFIERS- *Asia Pacific Region

Despite their great geographic, economic, and demographic diversity, Asia-Pacific countries share many common challenges and pose many common issues that are fundamental to improving the quality and relevance of technical-vocational education and training (TVET) as a means of human resource development (HRD). Because of their great need for sustainable development, Asia-Pacific countries must focus their vision beyond the concept of HRD and the tradition of skills training in TVET and must instead consider a coherent strategy for human development in the region in which TVET plays an important role. Among the critical issues that must be considered when planning TVET programs to develop Asia-Pacific countries' human resources are the following: population growth and urbanization; poverty and lack of income-generating capacity; increasing demands for literacy and secondary and technical education; and pollution and environmental degradation. TVET can serve as a catalyst of change for human development throughout the Asia-Pacific region provided the following steps are taken: replace traditional TVET curricula and delivery systems with a broader-based, flexible curriculum that integrates vocational and general education and that is delivered through a multidimensional approach; incorporate new education/training technologies into TVET programs; and increase international and regional cooperation to strengthen TVET for human development. (MN)

ED 405 459 CE 073 634

Basu, C. K.

explaining why parents, students, and educators should care whether school-to-work can successfully prepare students for college. Then, the report describes the basic characteristics of school-to-work, emphasizing how these characteristics differ from other more school-based reform efforts. It discusses these three basic elements of school-to-work: "learner centered" or "authentic" teaching; guided educational experiences outside the traditional classroom, particularly in the workplace; and a structured approach to help youth begin to form ideas about their future aspirations and how to achieve them. The next section presents empirical evidence that school-to-work programs have been successful in teaching academic skills and preparing students for college. Also discussed is the college admissions process and strategies that reformers are using to help school-to-work students gain access to selective colleges, such as accommodation of the school-to-work program within the existing college admissions system; the communication between individual schools and colleges; and attempts at broad change in assessment and college admissions procedures. Contains 55 references. (YLB)

ED 405 477 CE 073 687

Hearings on Reform of the U.S. Workforce Preparation System. Hearings before the Subcommittee on Postsecondary Education, Training, and Life-Long Learning of the Committee on Economic and Educational Opportunities, House of Representatives, One Hundred Fourth Congress, First Session (February 6-7, 1995).
PUB DATE- Feb 95
NOTE- 227p.; Serial No. 104-24.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Education Work Relationship; *Federal Government; *Government Role; Hearings; *Job Training; *Labor Force Development; Postsecondary Education; Program Development; Secondary Education; *Vocational Education
IDENTIFIERS- Congress 104th

This publication presents two hearings on how to establish and maintain a streamlined, top quality, and efficient system of work force preparation in the United States and the role of the federal government in developing such a system. Testimony consists of statements and prepared statements, letters, and supplemental materials from individuals representing the U.S. Conference of Mayors Employment and Training Council; Commissioner of Labor, State of New Jersey; Lieutenant Governor, Commonwealth of Massachusetts; Education and Employment Issues, U.S. General Accounting Office; Will-Burt Company, Orville, Ohio; California Business Roundtable; Harvard University, Employment and Training Administration, U.S. Department of Labor; Human Resources Development; Metropolitan Chamber of Commerce; U.S. Department of Education; and Pacific Telesis Group, San Francisco, California. (YLB)

ED 405 478 CE 073 688

Witherspoon, Robert; White, Randall P.
Four Essential Ways that Coaching Can Help Executives.
PUB DATE- 97
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

information about subject choices from additional sources. Approximately half the students claimed they knew nothing about offerings at nearby schools; 26.7 percent said they knew a little. The majority of students (70 percent) said they received information from parents and/or teachers, with career advisors (64 percent) and friends (65 percent) also being consulted. Students gave other information sources--potential employers, work experience contacts, or other schools very high ratings. Most reported using multiple sources. (YLB)

ED 405 496 CE 073 710

Beck, Klaus
The Development of Moral Reasoning during Vocational Education.
PUB DATE- 26 Mar 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Education Work Relationship; Ethics; Foreign Countries; *Moral Development; *Moral Values; Secondary Education; Social Cognition; *Value Judgment; Vocational Education
IDENTIFIERS- *Germany

A study on moral development focused on the status passage from school to work. The paper-and-pencil form of the Moral Judgment Interview (an adaptation of Kohlberg's instrument by Gibbs and Widaman) was administered to young people aged 17-22 who had just finished schools and were starting as apprentices in insurance companies where they were exposed to the special features of the business world with respect to its moral atmosphere and their influence on young apprentices. Two main types of situations were distinguished: market and team. The moral qualifications needed to master these situations differed in terms of Kohlberg's theory. The project studied what was going on in terms of both moral development and reasons for stability or change in apprentices' moral judgment competence. The apprentices were asked to report their perceptions of the intensity of the six dimensions of social interactions. Two dilemmas on social problems in the business context were offered to the apprentices: a market situation and a team situation. Results indicated they judged the two situations differently, tending toward a more strategic (preconventional) view of the team situation and toward a more sociocentric (conventional) view of the market situation--a surprising result that was the opposite of what could have been expected. Kohlberg's hypothesis that an individual firmly established on a given stage would judge all moral conflicts according to the principle of this stage could perhaps not be upheld. (Contains 10 references.) (YLB)

ED 405 497 CE 073 711

Jackman, Diane H., Ed.
AERA Vocational Education Special Interest Group Proceedings (Chicago, Illinois, March 24-28, 1997).
PUB DATE- Mar 97
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

list of nine children's books; and recruitment flyer. An appendix contains 22 family literacy activities.) (MN)

ED 405 513 CE 073 779

Jail to Job. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Jun 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Anger; Aptitude Tests; Basic Skills; *Correctional Education; *Correctional Rehabilitation; *Curriculum Development; Demonstration Programs; Educational Assessment; *Education Work Relationship; Individualized Instruction; *Job Search Methods; Program Effectiveness; Resumes (Personal); Self Evaluation (Individuals); Writing Instruction
IDENTIFIERS- 353 Project; *Pennsylvania (Erie County)

The Jail to Job program was developed to prepare soon-to-be released inmates of the Erie County Prison to seek employment and/or vocational/educational training. Forty-five inmates were assessed to determine their educational and ability levels, interests, and values. The inmates attended an 8-week (32-hour) course on the following topics: decision making; problem solving; career interests; success at work; job search techniques; job interview techniques; and resume writing. Discussion of inmates' attitudes, anger, and survival in and upon release from prison was incorporated into nearly every class session. According to follow-up surveys completed by the inmates after their release from prison, 75% of course participants found employment. The program sessions on interviewing and resume writing generated the most interest. (The bibliography lists 18 references. Also included are a detailed curriculum outline and an appendix consisting of the following: curriculum topic list; individualized educational program form; sample certificate of achievement; sample publicity flyer; blank and sample completed program evaluation forms; and sample resume for program completers.) (MN)

ED 405 514 CE 073 788

Tutor Resource Activities Book.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Jun 96
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Aural Learning; Decoding (Reading); Demonstration Programs; *Learning Modalities; *Literacy Education; Material Development; Reading Comprehension; *Resource Materials; *Tutoring; Visual Learning; Vocabulary Development
IDENTIFIERS- 353 Project; *Pennsylvania (Crawford County)

This document consists of a project report and tutor activities book from a project that was conducted for tutors associated with the Crawford County, Pennsylvania, READ Program. The project report describes how the commercial publications suited for, and where those opportunities exist). This benefits students because it broadens their horizons and narrows their job focus. As career center staffs have greater demands on their time, and as resources become more scarce for the purchase of job-vacancy information, access to the Internet will become a viable alternative to the methods currently used for assisting students. (LSR)

ED 405 535 CG 027 565

Stevens, Brenda A.; Ellerbrock, Lynette S.
Crisis Intervention: An Opportunity To Change. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Attitude Change; *Behavior Change; Behavior Modification; *Counseling Techniques; *Crisis Intervention; Evaluation; Identification; Mental Health
IDENTIFIERS- ERIC Digests

Crisis intervention requires that the person experiencing crisis receive timely and skillful support to help cope with his/her situation before future physical or emotional deterioration occurs. This Digest provides a brief, conceptual overview of crisis intervention, and summarizes the steps a worker may use to assist an individual experiencing crisis. Crisis intervention involves three components: (1) the crisis, their perception of an unmanageable situation; (2) the individual or group in crisis; (3) the helper, or mental health worker who provides aid. Crisis intervention provides the opportunity and mechanisms for change to those who are experiencing psychological disequilibrium, who are feeling overwhelmed by their current situation, who have exhausted their skills for coping, and who are experiencing personal discomfort. Crisis intervention is a process by which a mental-health worker identifies, assesses, and intervenes with the individual in crisis so as to restore balance and reduce the effects of the crisis in his/her life. The individual is then connected with a resource network to provide ongoing support and reinforce the change. (LSR)

ED 405 536 CG 027 566

Richmond, Christine
Beyond Contemporary Confusion: Away from Punitive Practice.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behavior Modification; Counseling Techniques; *Counseling Theories; Counselor Attitudes; *Counselor Teacher Cooperation; Elementary School Students; Elementary Secondary Education; Foreign Countries; Intervention; Models; Secondary School Students; *Teacher Administrator Relationship

Behavior management presents an ongoing challenge that requires complex intervention skills on the part of guidance personnel. This paper presents strategies for helping school-based personnel move away from traditional punitive behavior

DESCRIPTORS- Cognitive Processes; Elementary Education; *Friendship; *Literacy; Models; Reading Research; Research Needs; *Social Development; *Social Environment
IDENTIFIERS- *Literacy as a Social Process

As part of an attempt to precisely clarify the role of social context in early literacy development, this paper presents a working theoretical model for the ways in which one form of close social relationship, friendship, relates to early school-based literacy. The paper defines friendship as a dyadic, mutual relationship. The paper suggests that the emotional climate of trust and mutuality characteristic of friendships supports cognitive conflict and subsequent resolution. These processes, in turn, afford opportunities for children to reflect upon the linguistic and cognitive processes that constitute school-based literacy. The paper concludes with a discussion of implications for future research. Contains 63 references. (Author/RS)

ED 405 556 CS 012 744

Baumann, James F.; Ivey, Gay
Delicate Balances: Striving for Curricular and Instructional Equilibrium in a Second-Grade, Literature/Strategy-Based Classroom. Reading Research Report No. 83.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Research; Content Analysis; Grade 2; *Instructional Effectiveness; Primary Education; Qualitative Research; *Reading Achievement; *Teacher Behavior; Teaching Methods; Whole Language Approach; *Writing Achievement

Previous research has examined either the effects of strategy instruction or the effects of literature-based instruction on children's literacy learning. Much less is known, however, about the combination of teacher-led strategy instruction within a literature-based framework. A qualitative case study explored what diverse second-grade students learned about reading, writing, and literature through a yearlong program of strategy instruction integrated within a rich, literature-based environment. Data sources collected by the teacher-researchers and a participant-observer in the classroom included personal journals kept by both investigators, individual student interviews and interviews with parents and care givers, videotapes of regular classroom literacy activities, artifacts of students' reading and writing, assessments of students' literacy learning, and the teacher-researcher's daily plan book. A content analysis revealed students grew in overall instructional reading level and came to view reading as a natural component of the school day; demonstrated high levels of engagement with books; developed skill in word identification, fluency, and comprehension; and grew in written composition abilities. Findings can be interpreted within a framework of teachers striving for balance and equilibrium within the curricular elements of literature envisionment and contextualized strategy instruction and a blend of teacher-initiated instruction and instruction responsive to students. (Contains 107 references, 77 references to works of children's literature, and 3 tables and 2 figures of data.) (Author/RS)

ED 405 557 CS 012 745

instruction; (2) both discontinued and program children attained scores on writing vocabulary, dictation, and text reading level measures which were within an average band; (3) children who were discontinued prior to April 1 continued to make successful progress on all three measures; and (4) the overall response from Reading Recovery teachers, classroom teachers, administrators, and parents on individual surveys was very positive and supportive. Recommendations include development of school building literacy teams to conduct studies to determine the factors that contribute to literacy success for all primary school children; and recognition of Reading Recovery as a supplemental service to classroom reading instruction. (Contains seven tables and nine figures of data. A list of Reading Recovery teachers and schools for the 1995-96 year and a list of the Reading Recovery Teachers-in-Training 1996-97 are attached.) (RS)

ED 405 574 CS 012 763

Schotanus, Helen; And Others
Reading Recovery Program Implementation Year Five, School Year 1994-95. Report of Results and Effectiveness.
PUB DATE- Sep 95
NOTE- 57p.; For earlier reports, see ED 364 869 and ED 363 859-860. For other reports in this series, see CS 012 762-764.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Early Intervention; Elementary School Students; Grade 1; *High Risk Students; *Instructional Effectiveness; Parent Attitudes; Primary Education; Program Descriptions; Program Effectiveness; Program Implementation; Reading Improvement; Reading Research; Reading Writing Relationship; *Remedial Reading; Teacher Attitudes
IDENTIFIERS- *New Hampshire; *Reading Recovery Projects

A study examined the results and effectiveness of the fifth year of the Reading Recovery program in New Hampshire. With the 78 Reading Recovery teachers from previous classes, 23 teachers in the new class, and 3 teacher leaders, a total of 104 teachers taught Reading Recovery during the 1994-95 school year. A total of 530 first-grade children identified as being at risk of reading failure were served. Results indicated that: (1) 423 (80%) successfully completed the program and were making at least average progress with regular classroom reading instruction; (2) both discontinued and program children attained scores on writing vocabulary, dictation, and text reading level measures which were within an average band; (3) children who were discontinued prior to April 1 continued to make successful progress on all three measures; and (4) the overall response from Reading Recovery teachers, classroom teachers, administrators, and parents on individual surveys was very positive and supportive. Recommendations include development of school building literacy teams to conduct studies to determine the factors that contribute to literacy success for all primary school children; and recognition of Reading Recovery as a supplemental service to classroom reading instruction. (Contains 4 tables and 9 figures of data. A list of Reading Recovery teachers and schools for the 1994-95 year; a list of the Reading Recovery Teachers-in-Training 1995-96; and questionnaires for teachers, teachers-in-training, parents, and administrators are attached.) (RS)

ED 405 575 CS 012 764

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Cognitive Processes; *Cognitive Structures; Comparative Analysis; Higher Education; Language Role; *Semiotics; Student Evaluation; Student Writing Models; Thinking Skills; *Writing (Composition); *Writing Evaluation; Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- *Experienced Writers; Piaget (Jean)

This paper analyzes two student papers, "Pygmalion" and "Waiting to Inhale," in terms of the type of thinking demonstrated in them. It examines the difference between higher order patterns of thinking evident in advanced or adult writers and patterns of thinking in young writers or students. The study reported in the paper builds on an earlier pilot study which concluded that expert writers engage in more processing activities than student writers do. The paper calls into question the value of writing models for young aspiring writers. It begins by offering a broad background in semiotics and the Piagetian perspective on the relationship among referents; it then reviews dialectical or relativistic thinking as they apply to assessment in composition. From there, it contrasts traditional and progressive approaches to composition assessment. Toward the end of enriching traditional models of assessment and creating an explicit vocabulary for the purpose of assessing students with an enriched model, the paper defines four types of high order interpretants or textual relationships used by expert writers: (1) dialectical thinking; (2) contextual thinking; (3) conceptualization; and (4) paradigmatic thinking. While these high order patterns of thinking are present in the work of expert writers, they are not often available to students. (Contains appendixes of student writing and 66 references.) (TB)

ED 405 595 CS 215 780

Dale, Helen
How Coauthoring Impacts the Writing Process.
PUB DATE- 25 Mar 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Cooperative Learning; Cooperative Planning; English Instruction; Grade 9; High Schools; Instructional Effectiveness; *Learning Strategies; *Student Development; Writing Assignments; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- *Collaborative Writing

A study examined the effects of coauthoring, also referred to as collaborative writing, on student learning. Subjects were 24 students in a ninth-grade English class. Data were collected over the first 9-week quarter of the year. Eight collaborative writing triads were formed with a primary criteria in establishing heterogeneous groups in gender, race, and verbal ability/leadership. Students wrote three essays together, with three class sessions allowed to complete each essay. Argumentative topics were used. The third writing assignment was used for the study. A Likert-type questionnaire was completed by students after the last coauthoring experience and two interviews were conducted, one after the study and the

Jarmon, Leslie H.
Performance Ethnography: Creating a Mechanism for Engagement by the Academy.
PUB DATE- Nov 96
NOTE- 35p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996). Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication (Thought Transfer); *Ethnography; Higher Education; *Performance; Printed Materials; *Research Problems; *Scholarship
IDENTIFIERS- Academic Discourse; Cultural Studies; Integrative Processes; *Multimedia Technology; Performance Studies (Speech); Scholarly Communication

Taking the position that performance ethnography should be a viable and valued alternative and/or supplement to print ethnography, this paper explores ways to integrate phenomena that are visual, aural, and dynamic into existing scholarly practices. The paper advances one solution: create mechanisms for reproduction and distribution that have the advantages of printed text by using multimedia technology. The paper first discusses personal uses of performance in the practice of ethnography and elsewhere and then examines some of the critical discourse that has recently surfaced in the scholarly literature supporting the call for alternatives to print ethnography. The paper notes that one criticism of performance is that it holds great potential for self-indulgence, especially when personal narrative forms the core of the performance. It also points out that, when all is said and done, performance ethnography is also problematic for the academy largely because it simply and basically is not print. The paper then discusses the advantages of the print medium, given the kinds of work that have to get done in representing scholarly research. The paper also considers the ways in which performance, combined with multimedia technology, might be integrated into traditional practices of scholarship in an emergent, recombinant form and explores how unanticipated advantages of such an integration might accrue to those performance studies, cultural studies, and communication studies scholars involved in both research and instruction. (Contains numerous photographs of performance and 26 references.) (NKA)

ED 405 619 CS 509 463

Jackson, Rebecca; Berkshire, Mimi
Speaking and Listening across the Curriculum: Teaching Teachers. K-12 Teachers' Short Course.
PUB DATE- 24 Nov 96
NOTE- 23p.; Paper presented at the Annual meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; Higher Education;

areas. This brochure summarizes the findings of the Association of California School Administrators (ACSA) standards task force. The brochure is organized around the following questions: (1) What must effective statewide standards look like? (2) What must be done to avoid the "reinvent-the-wheel" syndrome? (3) What must happen to guarantee a standards-based system? and (4) What questions must still be answered? A glossary, a list of task force members, and an appendix showing the status of academic standards-setting across the 50 states as of April 1995 are included. (LMI)

ED 405 637   EA 027 999

Terry, Paul M.
Outcome-Based Education: Is It Mastery Learning All Over Again, or Is It a Revolution to the Reform Movement?
PUB DATE- Oct 96
NOTE- 22p.; Paper presented at the Annual Meeting of the Midwest Regional Comparative International Education Society (7th, Fort Wayne, IN, October 11-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Standards; Accountability; *Competency Based Education; *Educational Change; *Educational Objectives; Elementary Secondary Education; Mastery Learning; *Outcome Based Education; Outcomes of Education

The momentum of Outcome Based Education (OBE) appears to be growing. This paper presents an overview of OBE and its prospects for successful educational change. Successful implementation requires 3 to 5 years; the involvement of administrators and staff in the development process; the use of a top-down approach; alignment of all areas with one another; and innovative scheduling. Opponents of OBE include traditionalist Christians who believe it violates their values and some middle-class Americans who have been misinformed. Proponents see OBE as another learning theory with great potential. There is a lack of empirical evidence to support or negate the effectiveness of OBE. The paper concludes that OBE appears to be a promising way to reform an antiquated and ineffective educational system, although it is unlikely that every school will adopt OBE. (Contains 25 references.) (LMI)

ED 405 638   EA 028 086

Goldman, Paul; Conley, David T.
Why Do Schools Respond Differentially to State School Reform Legislation?
PUB DATE- Oct 96
NOTE- 25p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (10th, Louisville, KY, October 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Compliance (Psychology); *Educational Change; Elementary Secondary Education; Institutions; Longitudinal Studies; Organizational Climate; Outcome Based Education; Performance Based Assessment; *Resistance to Change; School Culture; *School Restructuring; Schools; Social Psychology; *State Legislation
IDENTIFIERS- *Oregon Education Act for the 21st Century 1991

reported expectations that funding would increase from Medicaid; Early and Periodic Screening, Diagnosis and Treatment programs; and Chapter 1/Handicapped programs. Most states centered responsibility for coordination of financing services at the state, rather than regional or local level, and relied on formal interagency agreements to facilitate the process. Two appendixes provide background statistical data. (Contains 30 references.) (JDD)

ED 405 657 EC 302 415

Siegel, Janna
Special Education Issues, Trends, and Future Predictions.
PUB DATE- 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; Assistive Devices (for Disabled); Consultation Programs; Cultural Differences; Daily Living Skills; *Delivery Systems; *Disabilities; Early Childhood Education; Educational Philosophy; *Educational Trends; Education Work Relationship; Elementary Secondary Education; Futures (of Society); *Gifted; Labeling (of Persons); Mainstreaming; Postsecondary Education; Prediction; Regular and Special Education Relationship; Research Needs; *Special Education; Student Evaluation; Teacher Shortage; *Trend Analysis; Vocabulary

This paper identifies and discusses major issues and trends in special education in the United States, including implications of these trends for future developments. Trends are discussed for the following areas: (1) philosophy and law (a communitarian philosophy is emerging); (2) labels and terminology (a trend toward declassification); (3) assessment and evaluation (there will be an increase in ecological assessments); (4) early childhood and postsecondary education (special education will be viewed as lifespan schooling); (5) transitions and life skills (these will receive greater emphasis); (6) inclusion and integration (issues will remain unresolved in the near future); (7) consultation and collaboration (more emphasis, but problems remain); (8) cultural diversity; and (9) gifted and talented (mor emphasis on multiple facets). There is also likely to be more effort to coordinate various agency services to bring about improved affordability of assistive technology devices to deal with continuing problems of teacher shortages and teacher training, recognizing the need for both specialist and generalist training; and to undertake more school effectiveness research. Specific conclusions and predictions center on the pendulum swing between service provision in integrated or segregated settings. (Contains 45 references.) (DB)

ED 405 658 EC 302 848

Harris, Carolyn DeMeyer; McKinney, David D.
Project PARTnership: A Model Program for Promoting Self-Determination through Participation in the Arts. Final Report and Teacher's Visual Sampler.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 125p.; For the instructional kit, see EC 302 849. Project Partnership videotape profiling the lives of three artists with disabilities not available from ERIC.

(0-16) with disabilities residing in Carelia. The study reviews the number of children living at home, the level of development and age of the children, services provided to the children, the tuition of children living in institutions, and family characteristics. Chapter 11 describes the training of the authorities responsible for children with disabilities in Segezha, as well as the training of the children's parents. General recommendations for changes in the care of individuals with disabilities in Segezha are presented in Chapter 12. Appendices include additional statistical information about the Segezha district. (Contains 10 references.) (CR)

ED 405 675 EC 305 374

Georgieva, Dobrinka; Cholakova, Maya
Speech and Language Disorders in Children with Intellectual Disability.
PUB DATE- Jul 96
NOTE- 8p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation Impairments; Children; Foreign Countries; *Incidence; *Language Impairments; *Mild Mental Retardation; Reading Difficulties; *Speech Impairments; *Stuttering; Writing Difficulties
IDENTIFIERS- *Bulgaria

This study of 148 Bulgarian children with mild intellectual disabilities investigated the incidence of various types of speech and language disorders in children with intellectual disabilities. A questionnaire was given to the parents and relatives of the children requiring information about the pupils' pre-, peri-, and early postnatal onthogenesis. The children also underwent a battery of diagnostic measures designed to measure fluency, rate, articulation, voice, respiration, language, and motor skills and academic skills. Results found various types of speech, language, and fluency disorders in 121 of the children, including: writing, reading and arithmetic problems; cluttering; stuttering; voice disorders; and articulation disorders. The report describes the incidence of each of the speech and language impairments found, and the factors involved. A diagram of the dissemination of the speech and language disorders in the children is also provided. (Contains 18 references.) (CR)

ED 405 676 EC 305 375

Cholakova, Maya; Georgieva, Dobrinka
The Present Situation and the Future Development of Special Education in Bulgaria.
PUB DATE- Jul 96
NOTE- 12p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Delphi Technique; *Disabilities; Educational Environment; Elementary Secondary Education; Higher Education; *Knowledge Base for Teaching; *Learning Processes; *Performance Factors; Preservice Teacher Education; *Regular and Special Education Relationship; Special Education; Teacher Collaboration

This study of the knowledge bases of education began with a "meta-review" of the research literature in special and regular education and identification of specific learning variables. The effort focused on determining the extent that special and regular educators work from common bases of knowledge and the degree of appropriate merging during teacher preparation. Results of the literature review were summarized in the form of a 228-item survey questionnaire. A Delphi survey of a 12-member panel of experts was followed by a broader set of surveys of 8 groups of educators: special education classroom teachers (N=449), regular teachers (N=182), school psychologists (N=207), principals (N=92), state and territorial directors of special education (N=37), directors of Chapter 1 programs (N=41), special education researchers (N=55), and authors of major research reports and reviews (N=61). The study found a high degree of consensus about variables considered important for creating learning environments, especially among regular education and special education teachers. Results support increased broad collaboration between regular and special education. Tables list the 20 most highly rated variables, additional instructional variables rated as important, and specific results from each group surveyed. (DB)

ED 405 695 EC 305 405

Wang, Margaret C.; And Others
A Decision-Making Framework for Description of Innovative Education Programs.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 90
NOTE- 46p.; In: Designing and Evaluating School Learning Environments for Effective Mainstreaming of Special Education Students: Synthesis, Validation, and Dissemination of Research Methods. Final Report; see EC 305 400.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Decision Making; Delphi Technique; *Educational Innovation; Educational Objectives; Elementary Secondary Education; *Learning Processes; Models; Performance Factors; Program Descriptions; Program Development; Program Effectiveness; *Special Needs Students

In this study, a programmatic decision-making framework called the consensus marker-outcome variable system (CMOVS) was developed as a result of a comprehensive "meta-review" and synthesis of research on variables considered by experts to be important to learning for all students, including those with special needs or those at risk of failing. The CMOVS systematically analyzes program design and implementation features, assesses them in relation to site-specific needs, and provides a basis for calculating informational indexes. The information derived from the CMOVS can then be used to assist stakeholders in programmatic decision making. The first section literature on the effectiveness of various interventions and offers several models for examining the teaching of social skills, academic and curricular modifications, and behavioral interventions. A second article by Gary Sehorn, "Administrative Leadership and Effective Behavior Support," offers eight guidelines for school principals who are attempting to implement the Effective Behavior Supports model to change the culture of a school, including a suggested eight-item list for changing the mind set of teachers and students. A third article, "Establishing a Safe and Positive School Climate" (Jeffrey Sprague), identifies school climate factors that contribute to the development of antisocial behavior as well as school protective factors that hedge against such development. Several briefer articles address the building of school team support for children with difficult behaviors, the Oregon Behavioral Support Cadre, and special needs students in general education settings. (Major articles contain references.) (DB)

ED 405 714 EC 305 434

Family Involvement.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Demonstration Programs; *Disabilities; *Education Work Relationship; Elementary Secondary Education; *Family Involvement; National Organizations; *Parent Participation; *Transitional Programs

This theme issue provides four articles that address family involvement in the transition of youth with disabilities from school to work. The first article, "Family Involvement" by Marge Goldberg and Shauna McDonald, offers evidence of the importance of family involvement at this stage of the individual's life, reports on families' experiences, and notes the value of mentoring families. The second article is "Strategies for Family Involvement," by Marge Goldberg. It provides specific suggestions to parents for getting involved and includes tips from parents to parents and from parents to professionals for the transition years. The third article lists eight national organizations for family involvement. Provided for each organizational listing is address, phone number, World Wide Web site (when available), and a brief description. Also provided are a list of five projects about family involvement (including contact information and a description) and a list of 11 conferences. (DB)

ED 405 715 EC 305 436

Kekelis, Linda; Chernus, Nancy
Talk to Me: A Language Guide for Parents of Blind Children.
PUB DATE- 84
NOTE- 13p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

interpretation, and case highlights. Contains 154 references. (MSE)

ED 405 734 FL 024 469

Coleman, Hywel, Ed.
Society and the Language Classroom.
PUB DATE- 96
NOTE- 249p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; Class Size; College Environment; Cultural Context; Curriculum Design; Elementary Secondary Education; English (Second Language); Foreign Countries; Foreign Students; Higher Education; Language Tests; Personal Autonomy; Resistance to Change; Second Language Learning; *Second Languages; Social Influences; Socialization; *Sociocultural Patterns; Student Behavior; Testing
IDENTIFIERS- China; Egypt; Japan; Kenya; South Africa

The collection of essays on sociocultural factors in the second language classroom includes: "Autonomy and Ideology in the English Language Classroom" (Hywel Coleman); "Safe-Talk: Collusion in Apartheid Education" (J. Keith Chick); "English Language Education in Japan" (Virginia LoCastro); "Shadow Puppets and Language Lessons: Interpreting Classroom Behaviour in its Cultural Context" (Hywel Coleman); "Large- and Small-Class Cultures in Egyptian University Classrooms: A Cultural Justification for Curriculum Change" (Adrian Holliday); "Learner Resistance to Innovation in Classroom Methodology" (Fauzia Shamim); "The Effect of Institutional and National Cultures on Examinations: The University in Kenya" (Mary Muchiri); "Through Language to Learning: Preparing Overseas Students for Study in Western Universities" (Brigid Ballard); "Cultures of Learning: Language Classrooms in China" (Martin Cortazzi, Lixian Jin); and "Social and Pedagogic Pressures in the Language Classroom: The Role of Socialisation" (Dick Allwright). A glossary and author and subject indexes are included. (MSE)

ED 405 735 FL 024 473

Kenny, K. Dallas
Language Loss and the Crisis of Cognition: Between Socio- and Psycholinguistics.
PUB DATE- 96
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Diachronic Linguistics; Foreign Countries; Immigrants; *Language Maintenance; *Language Patterns; Language Research; Language Usage; *Language Variation; *Linguistic Theory; Psycholinguistics; Second Languages; Sociolinguistics; *Speech Habits
IDENTIFIERS- *Hesitation (Speech); *Repairs (Language)

A non-structural model is proposed for quantifying and analyzing the dynamics of language attrition, particularly among immigrants in a second language environment, based on examination of disfluencies (hesitations, errors, and repairs). The first chapter discusses limitations of the conventional synchronic textual approach to analyzing language loss, defines first-language competence, looks at the reliability of hesitation phenomena, and outlines details of the proposed

Miller, Michael T.
Process and Task Orientations of Faculty Governance Leaders.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *College Governing Councils; Decision Making; *Faculty College Relationship; *Governance; Higher Education; *Leadership Styles; *Motivation; National Surveys; Skills; Universities
IDENTIFIERS- *Faculty Attitudes

This study examined the attitudes of faculty senate leaders concerning the role of faculty in university governance, their own motivations for becoming involved in governance, and their leadership styles. A survey questionnaire was developed and mailed to 100 faculty governance leaders at research and doctoral institutions. Nearly half of the 78 respondents indicated that they held their faculty status in the liberal arts or humanities, followed by science and education. Just over two-thirds were male, and 86 percent were tenured. Respondents agreed or strongly agreed that an ideal governance process utilizes a faculty advisory board as a conduit through which faculty participation is solicited and that institutional procedures involve faculty input early in the decision-making process. Respondents identified five factors which they agreed most strongly with as the motivation for their willingness to be involved in governance activities: empowerment, sense of responsibility, importance of decision-making, being asked to serve, and sense of professionalism. It was found that regardless of whether faculty governance leaders were more process orientated or task oriented, they perceived the same skills as necessary for effective leadership: judgment, oral communication, organizational ability, written communication, and leadership. (MDM)

ED 405 755 HE 029 988

Creamer, Elizabeth G.; Engstrom, Catherine McHugh
Institutional Factors Women Academics Perceive To Be Associated with Their Publishing Productivity.
PUB DATE- 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Collegiality; *Faculty College Relationship; *Faculty Publishing; Faculty Workload; Females; Higher Education; *Institutional Role; Productivity; Teacher Attitudes; Teacher Education; Universities; *Women Faculty

This study examined the attitudes of women academics in the field of education regarding institutional factors that they associate with their publishing productivity. Twenty-three senior-level faculty women in education participated in semi-structured interviews and supplied copies of their curriculum vitae. Of these, 18 qualified as being highly productive scholars by virtue of having 20 or more refereed publications in all or 5 or more refereed publications in the last 2 years. Participants used a range of adjectives to describe the contribution of their universities to their publishing productivity. Only three described their departmental environments as highly supportive, while the remainder used adjectives that ranged from "hostile" to "null." Participants source, operating revenue by fund, and expenses by object class; (3) student data including headcount, undergraduate and graduate enrollment by field of study and level, applicants and registrants, female/male ratios, degrees awarded (by level, discipline, and gender), other student characteristics, participation rates, and student/faculty ratios; (4) scholarships data; (5) fees data including differences between Canadian and foreign students; (6) faculty and staff data including full and part-time faculty and non-academic staff; and (7) physical facilities data. Data generally include 1984 through 1994. Tables are derived from Council of Ontario Universities reports and databases, Statistics Canada publications, and from special runs by the Ontario Ministry of Education and Training. Appendix A is a glossary of terms and definitions and Appendix B contains the footnotes and data sources for each of the tables. (JLS)

ED 405 775 HE 030 026

Lenze, Lisa Firing
Developing a Teaching Center on Campus.
PUB DATE- Mar 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- Classroom Techniques; Curriculum Development; Curriculum Evaluation; Educational Change; *Educational Innovation; *Faculty Development; Higher Education; *Teacher Centers; Teacher Education; Teaching Methods

This report introduces the issues to be addressed in the establishment of a teaching center. The history of teaching centers in the United States dates to the early 1970's. Teaching centers were developed in response to student demands for relevant teaching and in response to the influx of non-traditional students. The most useful information to gather when developing a teaching center is the practical wisdom of administrators, faculty, and center directors at institutions that have such centers. Issues to be considered include mission statements, populations served, and evaluation. There are three common perspectives from which teaching centers operate: instructional development, organizational development, and faculty professional development. Organizational issues include staff and reporting structure. Budget issues include amount and sources of funding. The faculty composition is usually determined by the mission and by the population to be served. Evaluation mechanisms should be part of the initial planning and their implementation should be ongoing. Specific action items for establishing teaching centers include connecting with academic departments, addressing and involving the total faculty, devising a cohesive plan for formative and summative evaluation, using non-traditional activities, and planning for the needs of special groups. (JLS)

ED 405 776 HE 030 027

Kincaid, Rick, Ed.
Student Employment: Linking College and the Workplace. The Freshman Year Experience. Monograph Series Number 23.
PUB DATE- 96
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communications Satellites; Computer Networks; *Distance Education; *Educational Television; Electronic Equipment; Elementary Secondary Education; Interaction; *Interactive Television; State Programs; Statewide Planning; *Telecommunications
IDENTIFIERS- *California

This resource guide, prepared by the California Technology Project Distance Learning Task Force, is designed to introduce the K-12 educator to the rapidly growing field of distance education, i.e., using technology to link students to teachers. It is argued that this guide offers the state of California the chance to use its educational resources cost effectively to address problems of scale (not enough students at a location), and problems of scarcity (an instructional specialty not readily available). The first of four sections provides an introduction and background information on educational conditions in California. The second section, "Distance Learning Networks and Programs," offers a detailed look at what is happening in California and nationally in distance education, paying particular attention to educational television networks and communications satellites. The third section, "Distance Learning Technologies," describes available media options and offers practical advice on the purchase of electronic equipment and other telecommunications hardware. The last section, "Distance Learning Information," details interesting approaches in other states, enumerates some useful publications on distance education, lists the members of the California Technology Project Distance Learning Task Force, and concludes with a glossary of terms. (Contains 7 references) (DB)

ED 405 796 IR 015 435

Distance Learning for California Schools. California Technology Project Distance Learning. Task Force Recommendations.
PUB DATE- 90
NOTE- 24p.; For a companion resource guide, see IR 015 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communications Satellites; *Distance Education; *Educational Needs; Educational Policy; *Educational Technology; Educational Television; Elementary Secondary Education; Inservice Teacher Education; State Programs; Statewide Planning
IDENTIFIERS- *California

This report presents a series of policy recommendations from the members of the California Technology Project Distance Learning Task Force to the California State Department of Education and the State Legislature on future directions for distance learning for kindergarten through twelfth grade schools. These recommendations are intended to assist California policymakers in the proper and economic application of distance education. The report begins with a brief overview of current educational conditions in California and a definition of distance education. Four educational problems are then identified and discussed, and Task Force recommendations are detailed for each

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; *Computer Assisted Instruction; Cultural Influences; *English Instruction; Higher Education; *Hypermedia; *Instructional Effectiveness; *Multimedia Instruction; Multimedia Materials; Nonprint Media; *Novels; Personal Narratives; Science and Society; Sex Role; Technological Advancement
IDENTIFIERS- DePauw University IN; *Technology Integration

An English course at DePauw University (Indiana) on the history of the novel was greatly enhanced by the addition of technology. The course looks at novels as portraits of a very flexible human nature in the context of a culture that has steadily changed, moving from a feudal system of static social structure, an economy based on barter, fixed and definite gender roles, and deep religious beliefs toward a much more secular world of capitalism, trade, technological advance, and democratic ideals. To provide historical context, the class incorporates art, music, science, and political issues through history. Using a combination of slides, art books, videos, music CDs, and blackboard illustrations proved cumbersome, frustrating, and disruptive to the class. A long planning stage clarified the goals and structure of the course to determine the scope and content of the computer presentation program. The use of technology and the freedom to integrate images, music, and text has improved the course immeasurably. The computer program enhances the course by presenting information in a form that students can easily comprehend. It helps the students see relationships they would otherwise ignore, and it dramatically increases their ability to analyze difficult issues. (SWC)

ED 405 816 IR 018 256

Giuliani, Peter R.
A Team Approach to Managing Technology: Despite Our Differences--We Had To Make IT Work!
PUB DATE- 96
NOTE- 9p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgets; *Computer Networks; Cooperative Planning; Group Activities; Higher Education; Information Technology; Long Range Planning; *Participative Decision Making; Resource Staff; *Self Directed Groups; *Teamwork; *Telecommunications; User Needs (Information); Vendors
IDENTIFIERS- Academic Computing; Barriers to Implementation; *Franklin University OH; Project Management; Stakeholders; Technology Implementation; *Technology Plans

Franklin University, a private urban university with 4500 students located in Columbus, Ohio, completed the initial phase of a long-range, campus-wide technology plan. The plan creates a well supported and managed computing and communications infrastructure focusing on: user support systems; classrooms and laboratories; offices; outside access; and network infrastructure. A five-member self-directed team composed of

*Educational Technology; *Instructional Materials; Interaction; *Material Development; *Multimedia Instruction; Program Implementation; Reliability; Screen Design (Computers); User Needs (Information)
IDENTIFIERS- *Compatibility (Computers); Multimedia Technology

This paper presents a specific bottom-up implementation method for getting started with multimedia for instructional support at the personal level. Some minimal top-down design considerations for an institutional multimedia system include: (1) the instructor should be able to take work from/to the desktop to/from the classroom; (2) the capability in the classroom and on the desktop should be similar; (3) students in the class should be able to easily see what is presented; and (4) students should be able to electronically interact with the instructor. Getting information into and out of the computer is an important part of multimedia gadgets; one way to share gadgets between environments is to use gadgets that interface via common hardware ports. Lower resolution (and lower priced) television screens are suitable monitors for most classroom instruction. The failure of any one part of the instructional technology in use can cause the entire system to fail, with potentially catastrophic consequences; the only viable solution to the technology dependence problem seems to be to make each part of the system as reliable as possible, with provisions for fault tolerance. Multimedia can be used to teach about multimedia and other information systems and computer technology material. Word problems using multimedia in a relative context can help student decision making. When working with large files, some form of backup and transportable storage is essential. There is a number of practical and theoretical concepts that multimedia users should be aware of in terms of multimedia objects (text, graphics, audio, and video) and usage. (AEF)

ED 405 834 IR 018 274

Hurn, Janet; Thibeault, Nancy
Bridging the Multimedia Generation Gap.
PUB DATE- 96
NOTE- 7p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Attitudes; *Computer Literacy; *Computer Uses in Education; Educational Technology; *Faculty Development; Higher Education; *Multimedia Materials; Professional Development; *Staff Development; Workshops
IDENTIFIERS- *Miami University OH; Microsoft PowerPoint; *Technology Integration

This paper outlines efforts at Miami University (Middletown, Ohio) to bridge the "generation gap" between students who are comfortable using computer technologies and the faculty and staff who are reluctant to use them. Two Instructional Technology Fairs were held on campus (in Springs 1995 and 1996) to show faculty, staff, students, and community what was available in hardware and software on campus. A PowerPoint show featuring pictures that were "captured" from the fair was presented at the opening Faculty Senate meeting in the fall of 1995. Following, was a series of PowerPoint workshop presentations for any interested faculty and staff. The aspects of life. The traditional distinctions among media, publishing, telecommunications, computing, and information services have become blurred, and new paradigms for creation, dissemination, and exploitation of knowledge continue to evolve. In this transformation from an "industrial" to an "information" society, UNESCO (United Nations Educational, Scientific, and Cultural Organization) has a unique intellectual and ethical mandate to make these new technologies work for social, cultural, and economic development, in the interest of democracy and peace. This report focuses on the social, cultural, ethical, and legal implications of the information revolution, with emphasis on its impact in areas of public concern such as education, libraries, cultural production and exchange, the media, research, and environmental management. The report discusses policy aspects of electronic media, and experiences and proposals relevant to efforts of public institutions, governments, and other development actors to implement these evolving technologies in the developing world. The report contains five sections: (1) Introduction; (2) Technology for Development or Development for Technology? (3) Key Priority Areas and Future Possibilities; (4) Constraints To Realizing the Potential of ICTs in Developing Countries; and (5) Action Needed To Release the Developmental Potential of ICTs. (Contains 21 references.) (Author/SWC)

ED 405 852 IR 018 301

Behrens, Matthis
La telematique a l'Ecole ou de l'Obligation de repenser l'enseignement (A Telematic Network at School or the Obligation To Rethink Teaching).
PUB DATE- 96
NOTE- 257p.
LANGUAGE- French
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Mediated Communication; *Computer Networks; *Computer Uses in Education; Electronic Mail; Elementary Secondary Education; Environmental Education; Foreign Countries; History; Information Networks; Mathematics Education; Native Language Instruction; Observation; Online Systems; Second Language Instruction; *Videotex
IDENTIFIERS- *EduTex; France; French Speaking; German Speaking; Italian Speaking; Switzerland (Neuchatel); *Telematics

This report summarizes 2 years of activity within the Edutex network. Launched in 1990, the Edutex initiative aimed to explore the educational possibilities and limitations of a telematic network for schools. Teachers and pupils in 20 primary and secondary classrooms in the French, Italian, and German speaking parts of Switzerland and in France communicated electronically using specially conceived Videotex e-mail service. In addition to inter-pupil communications, many other activities were organized which focused on native language, foreign language, environmental sciences, and mathematics. Chapter 1 describes the historical context and scope of the project. Chapter 2 describes the research setting and methodology. Chapter 3 covers the chronology of the project. Chapter 4 contains observation results, and Chapter 5 provides a synthesis of project findings. Also includes a glossary. (Contains 131 references.) (Author/SWC)

ED 405 853 IR 018 302

Service Quality; Site Visits

This paper defines benchmarking and its relationship to quality management, describes a project which applied the technique in a library context, and explores the relationship between performance measurement and benchmarking. Numerous benchmarking methods contain similar elements: deciding what to benchmark; identifying partners; gathering information; analyzing what has been collected; and implementing improvements. The Library of the Royal Military College of Science (RMCS) at Cranfield University (Shrivenham, Swindon, England) initiated a Total Quality Management (TQM) program to help attain high quality service for customers, control costs, and use optimum pricing to satisfy the interests of sponsors. The study surveyed and conducted site visits to other university libraries which acted as benchmarking partners. The benchmarking exercise measured the following areas: availability of up-to-date stock; unit costs; staff development, ability, and approachability; user experience, education, and feedback; innovation; and learning environment. Knowledge gained from the project and pitfalls that can adversely affect the success of benchmarking activities are discussed. As a result of the benchmarking exercise, the RMCS Library initiated a number of specific service improvements, and gained confidence, reassurance, tangible evidence about the relative quality of its service, and a strong sense of the common issues and concerns within the "industry" of information provision. (Contains 18 references.) (SWC)

ED 405 870 IR 056 299

Lithgow, Susan D.
The Development of Performance Indicators for Prison Libraries.
PUB DATE- 95
NOTE- 8p.; Paper presented at the Northumbria International Conference on Performance Measurement in Libraries and Information Services (1st, Northumberland, England, August 30-September 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correctional Institutions; Cost Effectiveness; Efficiency; *Evaluation Methods; Foreign Countries; Library Facilities; Library Research; *Library Services; Library Standards; *Measurement Techniques; *Organizational Effectiveness; Prisoners; *Prison Libraries; Public Libraries; Resource Allocation; Users (Information)
IDENTIFIERS- England; *Performance Indicators; *Service Quality; Wales

This report describes a study to investigate the improved efficiency and effectiveness of prison library provision in England and Wales, through the development and validation of relevant performance indicators to be used as part of quality assurance programs. Prison libraries perform important educational, rehabilitative, and recreational functions. In response to an increasing pressure to show accountability in terms of value for money, a variety of organizations are reassessing performance. The Prison Department recognizes the value of the input of public library services, and has hoped that standards adopted by the public library profession would automatically be transferred to prison library services. However, prison libraries are sufficiently different from public libraries to necessitate performance measures unique to their setting. Factors such as security and care of inmates and first section, which makes up the bulk of this publication is an alphabetical listing by library community of public libraries, complete with address, phone and fax numbers, staff, and board members. The second section provides names of institutional libraries and state agencies, with address, phone number and contact person. The final section lists key personnel in Oklahoma public and institutional libraries. (AEF)

ED 405 887 IR 056 333

Trotta, Marcia
Special Events Programs in School Library Media Centers: A Guide to Making Them Work. Greenwood Professional Guides in School Librarianship.
PUB DATE- 97
NOTE- 115p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgets; Community Involvement; Community Support; *Course Integrated Library Instruction; Elementary Secondary Education; Guidelines; Librarian Teacher Cooperation; *Library Planning; *Library Services; Media Specialists; Outreach Programs; Partnerships in Education; Program Development; Program Implementation; Public Relations; *School Libraries; Staff Development
IDENTIFIERS- Partnerships in Library Services; *Special Events

This practical, hands-on guide is designed to assist school library media specialists in planning, funding, implementing, and promoting special events programs. The text contains program ideas, planning documents, and tips for successful programs. Guidelines are provided on how to incorporate special events programs into a yearly curriculum plan, where to locate speakers and performers, how to budget and build support for special programs, and how to develop partnerships with school and community members that will ensure the success of the program. The work features chapters on developing special events programs relevant to the curricula, developing partnerships to support these programs, raising community support and awareness of the media center and its programs, personnel training and strategies, developing promotional materials, keys to making programs successful, and how to do programs on a shoestring. Reproducible forms and guidelines are included throughout the text. An extensive list of resources for all kinds of programs completes the work. (AEF)

ED 405 888 IR 056 334

Ensor, Pat, Ed.
The Cybrarian's Manual.
PUB DATE- 97
NOTE- 446p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Mediated Communication; Computer Networks; Futures (of Society); *Information Technology; *Internet;

NOTE- 10p.; Paper presented at the Annual National Conference on Liberal Arts and Education of Artists (9th, New York, NY, October 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Activities; *Art Education; *Artists; College Role; Computer Assisted Instruction; Curriculum Development; Higher Education; *Interdisciplinary Approach; *Mathematical Enrichment; *Mathematics Instruction; Teacher Role; Teaching Methods

The concept of integrating mathematics and art course work broadens an appreciation of the connection between the two. Although calculations and getting the right answer have traditionally been the focus of mathematics at the secondary level, other topics have recently begun to be addressed, such as mathographics, or the relationship between art and mathematics, and creative constructions and shapes. Art instruction also includes considerable instruction in mathematics, as artists need to understand such concepts as parallel lines, visual distance, and perspective distortion. Moreover, many examples of mathematics in art works exist, such Albrecht Durer's use of grids in woodcuts and Salvador Dali's use of the hypercube, while there are also many examples of literature that support the mathematics/art connection. In interrelating mathematics and art at the college level, educators should keep in mind one of the essential purposes of education: to teach students how to think. Teachers must assume new roles, rather than merely telling students information. Colleges, too, are shifting from institutions that provide instruction to ones that create environments and experiences that help students discover knowledge for themselves. The combination of arts and mathematics can help students balance their education with a combination of creative imagination and logic. Contains 20 references. (HAA)

ED 405 908 JC 970 175

Shagam, Janet Yagoda
Developing a Community Based Pre-College Medical Science Collaborative.
SPONS. AGENCY- New Mexico State Dept. of Education, Santa Fe. Div. of Vocational, Technical, and Adult Education.
PUB DATE- Jun 96
NOTE- 57p.; Project supported by funds from the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Field Trips; Financial Support; High School Students; *Medical Education; Program Development; Program Implementation; Program Proposals; Salaries; *Science Education; *Student Recruitment; Supplies; Technical Institutes; Two Year Colleges
IDENTIFIERS- Albuquerque Technical Vocational Institute NM

Designed to assist secondary and post-secondary educators develop community interactive science programs, this manual describes steps undertaken at New Mexico's Albuquerque Technical Vocational Institute to develop pre-college medical science

Challenges of Current Social, Economical and Technological Developments and Need for Reforms/Renovations in Training of Teachers in Technical-Vocational Education. A Discussion Paper.
PUB DATE- Apr 97
NOTE- 15p.; Paper presented at the UNEVOC/UNESCO International Round Table on Training of Teachers/Trainers in Technical and Vocational Education (Curitiba, Brazil, April 7-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Distance Education; *Educational Change; Educational Cooperation; Educational Technology; Educational Trends; Foreign Countries; Higher Education; International Cooperation; International Educational Exchange; Needs Assessment; Open Education; Professional Continuing Education; Professional Development; Secondary Education; *Social Change; *Teacher Education; Teacher Improvement; Technical Education; *Technological Advancement; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Asia Pacific Region

Recent social/economic changes and technological developments ar demanding reforms/renovations in the training of technical-vocational teachers in Asia-Pacific countries. Among the changes that have necessitated reform of training for technical-vocational teachers in the Asia-Pacific region are the following: population growth and rapid urbanization; poverty and lack of income-generating skills; increasing demand for secondary, technical, and female education; technological change and labor market shift; changing patterns of international trade and liberalization and globalization of the work force; pollution and environmental degradation; and new technologies of training for technical-vocational education and training (TVET). In many Asia-Pacific countries, these changes have necessitated increases in the quantity and quality of TVET teachers and development of a multidimensional approach to training TVET teachers that includes the following: preservice and continuing teacher education through formal and open learning systems; a broader-based, more flexible teacher training curriculum to replace skill-specific training programs; integration of training and education in cooperation with industries/private sectors; lifelong learning; knowledge of using new training technologies; development of multilingual and communication skills; and increased emphasis on teamwork. National, regional, and international agencies must work in partnership to strengthen/upgrade the quality and relevance of TVET teachers in Asia-Pacific countries. (Contains 13 references.) (MN)

ED 405 460 CE 073 635

Basu, C. K.
Integration of Technology Education in Basic and General Education Curriculum in Asia-Pacific Countries.
PUB DATE- Feb 97
NOTE- 6p.; Paper presented at the Asia-Pacific School Principals' Forum, "Managing Schools for the 21st Century" (Manila, Philippines, February 18-20, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; *Developing Nations; Educational Cooperation; Educational Needs; *Educational Policy;

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Education; *Administrators; Adult Education; Consultants; *Counselor Role; *Counselors; *Management Development; On the Job Training; Professional Development; Skill Development; *Tutors
IDENTIFIERS- *Chief Executive Officers; *Coaching; Experts

Coaching entails helping executives one on one to learn and to make the most of that learning. Because these encounters involve executives in different stages of their careers and in varied settings, coaching represents a continuum of roles. Consultants typically play four roles in working with chief executives, boards, and senior managers of organizations: as expert, as consultant, as trainer or educator, and as coach or counselor. Executive coaching entails four distinctly different roles, based on the primary function: coaching for skills (learning sharply focused on a person's current task); coaching for performance (learning focused more broadly on a person's present job); coaching for development (learning focused on a person's future job); and coaching for the executive's agenda (learning focused on the executive's agenda in the broadest sense). (A discussion of each of these coaching roles is followed by an example that consists of a situation, process, and results. Appendixes contain 12 notes, 14 references, and an annotated listing of 11 suggested readings.) (YLB)

ED 405 479 CE 073 690

Useful Internet Information for Oklahoma Literacy Providers.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Computer Mediated Communication; *Information Dissemination; *Information Sources; *Internet; *Literacy Education; Online Systems; World Wide Web
IDENTIFIERS- Oklahoma

This publication introduces some Internet sites relevant to adul education and literacy. It begins with some definitions for the Internet. Next, it lists two guides to using the Internet. A listing of listservs includes name, brief description of literacy-related topics covered, and directions for subscribing. The listservs are as follows: National Literacy Advocacy; National Institute for Literacy (NIFL) Listservs/Forums, including NIFL-FAMILY, NIFL-LD (learning disabilities), NIFL-WORKPLACE; NIFL-ESL (English as a second language), and NIFL-HOMELESS; LITERACY: NYSERNET; LEARNER:NYSERNET; NUMERACY List; TESL-L (teaching of English as a second language); AEDNET (Adult Education Network); and VISTAnet. Next, literacy information sites on the World Wide Web are listed. Addresses and brief descriptions are provided for the following: Southern Literacy Communications Consortium; Oklahoma Literacy Resource Office Home Page; Internet Directory of Literacy and Adult Education Resources; National Institute for Literacy LINCS (Literacy Information aNd Communication System); Literacy Volunteers of America Home Page; U.S. Department of Education; Office of Vocational and Adult

DESCRIPTORS- *Academic Persistence; *Career Choice; Career Education; Decision Making; *Distance Education; Educational Quality; Educational Research; *High Risk Students; Program Effectiveness; Rural Youth; School Holding Power; Secondary Education; Student Attitudes; Two Year Colleges; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Applied Mathematics

This proceedings consists of five research papers presented during the 1997 annual meeting of the American Educational Research Association (AERA). The papers were presented during the sessions of the AERA Vocational Education Special Interest Group. "Predictors of Occupational Choice among Rural Youth: Implications for Career Education and Development Programming" (Carol A. Conroy) confirms existing knowledge in regard to the often unrealistic occupational and educational aspirations held by adolescents: the job opportunities that are likely to be available do not match their expressed interests. "Impact of Environmental Variables on Community College Dental Assisting Students Who Are At-Risk for Persistence" (Debra Daniels) finds a significant difference between graduates and nongraduates on age, enrollment status, hours of employment, college grade point average, and finances. "Student Perceptions about Applied Mathematics" (Malcolm G. Keif, Bob R. Stewart) reports students completing Applied Mathematics 1 or 2 possessed comparable perceptions toward math as a school subject as students completing algebra. "Work-Based Learning: Student Perspectives on Quality and Outcomes" (Cathleen Stasz, Dominic Brewer) reports students in unpaid internships and paid work experience perceive the quality of their work experiences to be similar. "Distance Education Effectiveness as Perceived by Secondary Students" (Michael K. Swan et al.) reports students were satisfied with the quality of interactive video network or interactive television network and believed these courses lived up to their expectations, they did as well in them as in traditional classes, and it was an effective way to teach courses in small rural schools. (YLB)

ED 405 498 CE 073 715

Aventur, Francois; Mobus, Martine
Continuing Training in the Companies: France's Position in Europe.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Access to Education; Comparative Analysis; *Continuing Education; Foreign Countries; *Job Training; Labor Force Development; *Vocational Education
IDENTIFIERS- *France

A statistical survey of continuing vocational training (CVT) in sample of companies was carried out in 1993 in the 12 countries of the European Economic Community (EEC). The French part of the survey was conducted on a sample of 1,848 companies. France had the highest rate of access to courses with a recourse to training that falls within the average. In terms of disparities in access according to categories of workers, France did not stand out. Those with higher chances of access were men, supervisors and technicians, and employed in large companies, notably banks and insurance companies. Company expenditures for CVT represented from 1 to 2.2 percent of the total labor costs. In relation to a "European" average, the French situation was characterized by a high expenditure per employee, resulting currently being used as tutor resource materials were examined to identify strategies appropriate for adult learners. Next, 10 literacy projects across Pennsylvania were surveyed to determine the most successful techniques for teaching adult literacy students. The strategies and techniques identified during the review and survey were rewritten to correspond with the READ program's current tutor training manual. Strategies and techniques were grouped under three headings (comprehension, vocabulary, and decoding), and individual activities were coded to indicate their appropriateness for visual, auditory, and tactile/kinesthetic learners. Copies of the tutor resource activities book were printed for dissemination to active READ tutors and the appropriate Pennsylvania programs/agencies. The tutor's book contains the following: general teaching tips and tips for teaching visual, auditory, and tactile/kinesthetic learners; nine comprehension activities; six vocabulary development activities; nine decoding activities; and appendixes consisting of teaching tips and word/abbreviation lists. (MN)

ED 405 515 CE 073 789

"What's the Buzz?" Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 96
NOTE- 57p.; For the 1994 and 1995 reports, see ED 395 098 and ED 395 131.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Educators; *Adult Literacy; Demonstration Programs; *Literacy Education; Material Development; *Newsletters; *Professional Development; *Statewide Planning; Teacher Improvement
IDENTIFIERS- 353 Project; *Pennsylvania

A project was undertaken to design an information dissemination newsletter to meet the professional development needs of Pennsylvania's adult basic and literacy education (ABLE) practitioners. It was decided that an 8- to 10-page-long newsletter would be produced for 5 months that included information/articles from as many sources as could be identified and featured an inviting format. An editorial board of experienced adult educators was assembled to serve as resource persons to the editor, and a comprehensive, up-to-date mailing list of the more than 4,000 ABLE educators in Pennsylvania was compiled. The newsletter's contents and format were based on responses to surveys of adult educators in Pennsylvania, input from the newsletter's editorial board, and comments/suggestions submitted by readers. Five issues of the newsletter, "What's the Buzz?," were published. Each issue contained feature articles, summaries of the contents of various professional newsletters of interest to adult educators, news briefs on people and programs, and dates of upcoming events. Among the topics discussed in the feature articles were the following: techniques for motivating students; service coordination and accountability; adult literacy on the Internet; adult literacy and welfare reform; and work force development. (Attached are the newsletter's five issues.) (MN)

ED 405 516 CE 073 869

management practices that are derived from a time when public humiliation of someone for social-rule-breaking behavior was acceptable classroom practice. The following keys have the potential to unlock the complexities of behavior management and assist counselors in promoting the shift from the paradigm of "punish disruption" to "support social skilling": (1) use descriptive models; (2) intentionally avoid playing games; and (3) recognize the strength of small and incremental changes. The shift to a paradigm of support through social training has not yet gained universal appeal in schools, and it is certainly misunderstood by the general community. In order to facilitate productive and enduring change, helping professionals need to provide enough framework for teachers to participate in risk-taking behavior and trust this process to remain committed to intervention plans when the support person is no longer there. An example of this minimalist approach to behavior management is found in the Behaviour Management Skills Training Package in which a small number of useful microskills have been described in practical terms. (LSR)

ED 405 537 CG 027 584

Powell, Les J.
Opinions Concerning Unique Dual Relationships among Recovering Substance Abuse Counselors in Rural and Urban Settings.
PUB DATE- 96
NOTE- 163p.; Master's Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Counseling; *Counselor Attitudes; *Counselor Characteristics; *Counselor Client Relationship; *Drug Rehabilitation; Rural Areas; Sex Differences; *Substance Abuse; Urban Areas
IDENTIFIERS- *Dual Relationships (Counseling)

Many issues surrounding the ethical therapeutic treatment of clients in the mental health field have been researched extensively. The opinions of recovering substance abuse counselors concerning unique dual relationships were investigated in this study. The independent variables included length of time in recovery, amount of work experience, amount of formal education, gender, and size of community. The sample consisted of 100 individuals and a total of 108 comparisons were made, plus 102 recurring comparisons. The results seem to support the following generalizations: Female recovering substance abuse counselors have more awareness of, sensitivity toward, difficulty with, and/or observation of dual relationships than do their male counterparts. Oddly enough, some recovering substance abuse counselors with advanced degrees had less awareness of, sensitivity toward, difficulty with, or observed less dual relationship issues than recovering substance abuse counselors with less-advanced degrees. There were also significant effects among levels of the variables "length of time in recovery" and "amount of work experience." The findings argue for increased education for counselors in substance abuse counseling as well as in other sub-specialties of counseling. Fourteen appendices list statistical summaries, samples of the instrument used, and other information. Contains 55 references. (RJM)

ED 405 538 CG 027 585

Tomlinson, Louise M.
The Effects of Instructional Interaction Guided by a Typology of Ethnic Identity Development: Teachers' Perceptions of Theory and Their Conceptualizations of Related Practice: Phase Two. Reading Research Report No. 84.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 46p.; For Phase 1, see ED 390 029.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Differences; Elementary Secondary Education; *Ethnicity; Higher Education; *Multicultural Education; Surveys; *Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- *Banks Typology

A study collected data on teachers' perceptions of J. A. Banks' (1981) typology of ethnic identity development in relation to classroom instruction and their conceptualizations of related curriculum for literacy instruction as it evolved from a lesson bank exchange. Data collection also included a survey instrument to determine the extent to which pre- and inservice teachers, administrators, counselors, and other education professionals and volunteers were familiar with Banks' typology. A total of 615 respondents completed an 11-item survey. Responses to the survey substantiate a need for further dissemination of information on Banks' theory of ethnic identity development and curriculum goals to enhance teachers' multicultural literacy and competence for instruction that is sensitive to issues of ethnic, racial, and cultural diversity rather than celebratory aspects. Participants initially engaged in the lesson bank exchange were eight teachers of pre-school through high school grades. Data collection for the lesson bank exchange experience included the use of individual interviews with participating teachers, transcripts of focus group discussions with participating teachers, and the exchange of lesson plans and feedback developed by the teachers, as well as teacher reports on student responses to lessons that were implemented. Of the eight teachers who were initially engaged in the lesson bank exchange, three were able to continue with the project to its completion and each demonstrated, in a variety of ways, their evolving perceptions of Banks' typology as having the potential to enhance ethnic identity development and multicultural competence. (Contains 31 references, and 2 tables and 1 figure of data.) (Author/RS)

ED 405 558 CS 012 746

Pressley, Michael; And Others
A Survey of the Instructional Practices of Grade-5 Teachers Nominated as Effective in Promoting Literacy. Reading Research Report No. 85.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Grade 5; Integrated Activities; Intermediate Grades; Prior Learning; Questionnaires; Reading Achievement; *Reading Instruction; Reading Research; *Reading Skills;

Schotanus, Helen; And Others
Reading Recovery Program Implementation Year Four, School Year 1993-94. Report of Results and Effectiveness.
PUB DATE- Sep 94
NOTE- 55p.; For earlier reports, see ED 364 869 and ED 363 859-860. For other reports in this series, see CS 012 762-763.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Early Intervention; Elementary School Students; Grade 1; *High Risk Students; *Instructional Effectiveness; Parent Attitudes; Primary Education; Program Descriptions; Program Effectiveness; Program Implementation; Reading Improvement; Reading Research; Reading Writing Relationship; *Remedial Reading; Teacher Attitudes
IDENTIFIERS- *New Hampshire; *Reading Recovery Projects

A study examined the results and effectiveness of the fourth year of the Reading Recovery program in New Hampshire. With the 65 Reading Recovery teachers from previous classes, 22 teachers in the new class, and 2 teacher leaders, a total of 89 teachers taught Reading Recovery during the 1993-94 school year. A total of 442 first-grade children identified as being at risk of reading failure were served. Results indicated that: (1) 373 (84%) successfully completed the program and were making at least average progress with regular classroom reading instruction; (2) both discontinued and program children attained scores on writing vocabulary, dictation, and text reading level measures which were within an average band; (3) children who were discontinued prior to April 1 continued to make successful progress on all three measures; and (4) the overall response from Reading Recovery teachers, classroom teachers, administrators, and parents on individual surveys was very positive and supportive. Recommendations include: maintain the integrity of the Reading Recovery program with a quality teacher training program for new teachers as well as continuing inservice sessions; ensure that children receive lessons daily; conduct follow studies on second and third graders; and encourage schools to develop a team approach to support literacy development for all children. (Contains 4 tables and 9 figures of data. A list of Reading Recovery teachers and schools for the 1993-94 year; a list of the Reading Recovery Teachers-in-Training 1994-95; and questionnaires for teachers, teachers-in-training, parents, and administrators are attached.) (RS)

ED 405 576 CS 012 765

Spalding, Romalda Bishop; Spalding, Walter T.
The Writing Road to Reading: The Spalding Method of Phonics for Teaching Speech, Writing, & Reading. Fourth Revised Edition.
PUB DATE- 90
NOTE- 290p.; Foreword by S. Farnham-Diggory. For related materials based on this method, see CS 012 766-771.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Elementary Education; English (Second Language); Handwriting; *Phonics; *Reading Instruction; *Spelling Instruction; Teacher Role; Teaching Guides; Teaching Methods; Writing Instruction
IDENTIFIERS- Phonograms; *Spalding Method

other 7 months later, to ask what students remembered from coauthoring. Results indicated that students collaborating spent a greater percentage (39%) of their energies on planning and revising than solo authors do. Findings suggest that what students most remembered from collaborative writing was planning. Over 60% said they spent more time planning when coauthoring than when writing alone. Further, the 7-month interview findings revealed that 73% of students most remembered planning or brainstorming as something they learned. Although students did not seem to be aware of it, the revision process was also going on during what they recognized as "planning." (Contains 20 references and an appendix with coauthoring coding and procedural information.) (CR)

ED 405 596 CS 215 784

Wilde, Susie
Write-a-Thon: How To Conduct a Writing Marathon in Your Third-to-Fifth-Grade Class.
PUB DATE- 97
NOTE- 164p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Childrens Writing; *Class Activities; Classroom Environment; Elementary Education; Group Instruction; Teacher Role; Volunteers; Writing for Publication; *Writing Improvement; *Writing Instruction; *Writing Workshops
IDENTIFIERS- Coaching; *Marathon Writing; Writing Contexts

This book takes the elementary school teacher through all the paces needed to conduct a 2-day writing marathon in the classroom. According to the book, working as a team and having the opportunity to write without interruption are the main goals of a "write-a-thon," but play is a key element to its success. The book explains step-by-step how to: solicit volunteer coaches; coach the coaches; set up the classroom to create a special writing environment; make snacks for "rest stations"; create gold medals for all participants; do writing "training" before the event; and wrap up the marathon effectively. Included in the book are useful forms, such as a basic schedule for a 2-day write-a-thon and an annotated schedule for a 2-day write-a-thon; views on publishing the students' writing; and lists of books to read during the marathon to illustrate character development, conflict, and resolution. (NKA)

ED 405 597 CS 215 785

Perry, Phyllis J.
Exploring the World of Animals: Linking Fiction to Nonfiction. Literature Bridges to Science Series. Grades K-5.
PUB DATE- 97
NOTE- 148p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Animals; *Childrens Literature; Class Activities; Elementary Education; *Fiction; *Integrated Activities; Interdisciplinary Approach; Library Skills; *Nonfiction; Poetry; Prior Learning; Student Interests; Student Projects; Thematic Approach; Whole Language Approach
IDENTIFIERS- Information Books; *Learning across the Curriculum

*Inservice Teacher Education; Integrated Curriculum; Learning Strategies; Minicourses; Secondary Education; *Speech Communication; Teacher Improvement; Teacher Workshops
IDENTIFIERS- *Speaking and Listening across Disciplines; *Speech Communication Education

With nationwide acceptance of writing across the curriculum, educators are now realizing the next wave in curriculum reform: speaking and listening across the curriculum. There is a movement to introduce speech across the curriculum of secondary schools and higher education. To learn any subject or interest area, students will utilize the skills of reading, writing, speaking, and listening. Communication teachers are the experts who will be asked to provide services and in-service training in speaking/listening across the curriculum. A survey can obtain valuable information about faculty and staff wants and needs concerning in-service training. Before implementing a workshop, the present neglect of oral language in English instruction should be taken into account. In a workshop, an overview of the speech communication course and standard evaluation forms should be given participants for better understanding. A videotape of past/present speeches should be viewed. Special problems or dilemmas in speech communication, for instance, special needs of English-as-a-Second-Language (ESL) students and the communication apprehensive (CA) student should be discussed. Experiences can be shared, and questions should be entertained from time to time. The faculty should be made aware that more than on evaluation tool can be used and that these tools can be tailored for assignments and objectives. Explanations of the presenters' philosophy and pedagogy, as well as advice on what does and does not work in the classroom could be offered. (Contains 2 sample forms, 6 references, and a list of 49 resources.) (CR)

ED 405 620 CS 509 465

Chandler, Daniel Ross
Project for a Cultural Studies Course.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; *Cultural Pluralism; Curriculum Development; Foreign Countries; Higher Education; *Intercultural Communication; Religious Cultural Groups; Undergraduate Students
IDENTIFIERS- *Cultural Studies; Diversity (Student); *India

This paper describes the development of a curriculum for an undergraduate level cultural studies course. The first part of the paper describes the rationale for the course, noting the work of Diane Eck on the growing pluralism of American education. The paper then presents a syllabus for an undergraduate cultural studies course on the culture of India. The paper also presents a proposal for a new course on the ways in which people of different religious cultures and traditions attempt to communicate in spite of the impediments and obstacles that might thwart that communication. (RS)

ED 405 621 CS 509 466

Scott, Shannon
Instant Access in Forensics: Issues Created by the Internet and Electronic Information Systems in Forensic Competition.

Is it possible for state legislation designed to initiate systemic school reform to influence curriculum, instruction, and assessment at the classroom and building level? This paper presents findings of a longitudinal study of Oregon educators' reactions to school-reform legislation since it was passed in 1991. The Oregon Educational Act for the 21st Century required elementary and secondary schools to develop and use a set of performance-based benchmarks that document educational progress from early adolescence to adulthood. Surveys of Oregon educators were conducted in 1992, 1993, 1994, and 1995. One of the most interesting findings was that large differences existed between school districts and individual schools, both within and across school districts, that were not explained by demographic factors. The paper uses concepts from social-compliance theory and institutionalism to develop hypotheses about school restructuring at the building level. A working hypothesis is that social compliance, as operationalized in the form of normative behavior, is important to explain the differences in school-level responses to educational reform legislation. The institutional approach looks at how interorganizational relationships reinforce institutionalized organizational behavior. One table is included. Appendices contain the questionnaire scale items and statistical tables showing the reactions to school reform at the individual, school district, and building levels. (Contains 26 references.) (LMI)

ED 405 639 EA 028 100

Brunner, C. Cryss
"Back Talk" from a Woman Superintendent: Just How Useful Is Research?
PUB DATE- 97
NOTE- 26p.; This paper will be published in Brunner, C. C., Ed. Sacred Dreams: Women and the Superintendency. New York, State University of New York Press, 1998.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Educational Administration; Elementary Secondary Education; Females; Interprofessional Relationship; Leadership; *Leadership Qualities; *Leadership Styles; Sex Bias; Sex Stereotypes; *Superintendents; *Women Administrators

Although empirical research in the area of educational administration is plentiful, often it seems to be of little practical use. This paper presents findings of a study that examined the usefulness of a framework of collective solutions, or strategies for success, for women superintendents. A single-case qualitative study of one female superintendent was used to capture her reaction to the framework, which had been developed from a previous study of 12 women superintendents. The earlier study found that although women did not appear to assign importance to the fact that they were women, they articulated and carried out gender-specific strategies. The positional power of the superintendent did not eliminate the need for gendered strategies for success. Findings of the single-case study not only altered the framework, but also enhanced understanding of the original interpretations. Three of the original seven success strategies were altered. The new strategies include: (1) there are numerous approaches to balancing a role-related and a gender-related set of expectations; (2) women superintendents need to develop the ability to remain "feminine" in the ways they communicate and

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Art Expression; Artists; Creative Dramatics; Creative Writing; Curriculum Development; Dance; Demonstration Programs; *Disabilities; Elementary Secondary Education; Individualized Education Programs; Individualized Instruction; Music Education; Photography; *Self Determination; Social Integration; Student Development; Training; Visual Arts
IDENTIFIERS- Very Special Arts Festivals

This final report describes activities of Project PARTnership, a 3-year demonstration program to develop the self-determination and self-advocacy skills of young people with disabilities through increased participation in the arts. Key program elements included: (1) development of a new course and adaptation of existing curricula to increase accessibility of arts education to students with disabilities; (2) training of school faculty, community arts leaders, and parents to increase their understanding of the value of arts education for students with disabilities; (3) involvement of artists with disabilities as performers, trainers, role models, and mentors; (4) establishment of a support network to encourage students with disabilities to pursue their interests in the arts and to promote their integration into school and community arts programming; and (5) development and implementation of an Individual Arts Education Plan as part of each student's Individual Education Plan process. The project coordinated with Very Special Arts organizations and implemented the program at sites in Louisiana; Ohio; Washington, D.C.; Nevada; New Hampshire; and New Mexico. The core course involves 20 to 50 sessions of instruction in the visual arts, dance and creative movement, music, drama, or creative writing. The project also developed an instructional kit, a videotape, and a teacher's visual sampler. Most of this document consists of a third-party year three evaluation report and final reports from the nine implementation sites. The visual sampler, which is appended, provides an illustrated introduction to the program. (DB)

ED 405 659 EC 302 849

Harris, Carolyn DeMeyer, Ed.; McKinney, David D., Ed.
Project PARTnership: Instructional Kit. A Model Program for Encouraging Self-Determination through Access to the Arts.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 93
NOTE- 105p.; For the final report, see EC 302 848.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; *Art Expression; *Classroom Techniques; Creative Dramatics; Creative Writing; Dance; *Disabilities; Elementary Secondary Education; Goal Orientation; Group Instruction; Individualized Education Programs; Individualized Instruction; *Lesson Plans; Music Education; Personal Autonomy; Photography; *Self Determination; Student Development; Teaching Methods; Visual Arts

This instructional kit outlines procedures for implementing Project PARTnership, a program for teaching students with disabilities greater self-determination skills through specifically designed arts experiences. An introductory section describes key project activities, including establishing a site

DESCRIPTORS- *Educational Policy; Educational Practices; Elementary Secondary Education; Foreign Countries; Higher Education; *Inclusive Schools; Mainstreaming; *Mental Retardation; Resistance to Change; *Special Education; Special Schools; *Student Placement; *Teacher Attitudes
IDENTIFIERS- *Bulgaria

This paper describes the present situation of special education in Bulgaria and discusses the results of a study of attitudes toward the mainstreaming of students with intellectual disabilities. The first part of the paper discusses the classification of children with intellectual disabilities into "educable" and "non-educable" categories and the historical segregation of "educable" children with intellectual disabilities into special schools. The educational requirements of the special education policy in Bulgaria are also reviewed. The second part of the paper reveals the results of a questionnaire on student integration distributed to administrators, university teachers, teachers in regular schools, and teachers in special schools (n=103). Results indicate that the concept of integration is not very popular among teachers in regular schools and special schools, that different groups perceive integration differently, and that a majority of teachers do not recognize the rights of children with intellectual disabilities to be educated in regular schools. A majority of teachers were also found to believe that the resources and conditions in regular schools were not appropriate for the needs of children with intellectual disabilities. Recommendations are made for introducing more integrated environments. The statistical results of the questionnaire are attached. (CR)

ED 405 677 EC 305 376

Discipline of Students with Handicaps in Elementary and Secondary Schools.
PUB DATE- Sep 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; *Disabilities; *Discipline Policy; *Drug Addiction; *Due Process; Educational Legislation; Elementary Secondary Education; Expulsion; *Federal Legislation; *Suspension
IDENTIFIERS- *Rehabilitation Act 1973 (Section 504)

This pamphlet describes requirements under Section 504 of the Rehabilitation Act of 1973 relating to the discipline of students with disabilities. Information is provided on the educational requirements of the legislation, the due process procedures, the suspension and expulsion of students with disabilities, and the reevaluation process required before suspension or expulsion. Suspension or expulsion for more than 10 consecutive school days constitutes a "significant change in placement" under Section 504 thus requiring a reevaluation of the student's placement to determine whether the misconduct in question is caused by the student's disability and whether the student's current placement is appropriate. Only if it is determined that the misconduct is not caused by the student's disability may the student be suspended or expelled in the same manner as students without disabilities. However, even in such cases, the Individuals With Disabilities Education Act (IDEA) of the paper provides an overview of the CMOVS framework, which groups 228 identified variables into 6 categories: (1) state and district variables; (2) out of school contextual variables; (3) school-level variables; (4) student variables; (5) program design variables; and (6) implementation, classroom instruction, and climate variables. The second section focuses on the research base for the design of the decision-making framework including the literature review and a Delphi survey of experts and practitioners. The final section provides detailed sample illustrations of the use of the CMOVS as a conceptual guide for making programming decisions. This section also shows how the CMOVS can be used to develop a Program Effectiveness Index and a Desirability of Implementation Index. Appended are the master list of variables; definitions; consensus from the field; and a CMOVS computer analysis of user ratings of selected, innovative educational practices. (Contains 13 references.) (Autor/DB)

ED 405 696 EC 305 406

Reynolds, Maynard
A Checklist for Description of Features of Programs That Aim To Effectively Accomodate Mainstreamed Special Education Students in Regular Education Settings.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 90
NOTE- 32p.; In: Designing and Evaluating School Learning Environments for Effective Mainstreaming of Special Education Students: Synthesis, Validation, and Dissemination of Research Methods. Final Report; see EC 305 400.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Class Organization; Classroom Environment; *Disabilities; Educational Environment; *Educational Practices; Elementary Secondary Education; Evaluation Methods; Instructional Effectiveness; *Mainstreaming; *Program Descriptions; Program Evaluation; *Rating Scales; School Organization
IDENTIFIERS- Academic Accommodations (Disabilities)

This checklist is intended to be used as a rating instrument to assist in the design and description of classroom learning environments that provide for student diversity, including the mainstreaming of students with disabilities. Specific purposes of the checklist are to provide a framework for describing the organizational characteristics of effective classes and schools, for implementing effective instruction principles, for planning staff development activities, and for identifying the support needed by teachers to accommodate students with disabilities in the general education classroom. Each of the 13 scales included in the checklist contains five descriptions of school situations sequentially ordered according to increasing desirability. The desirability scaling is based on research, public policies, and the "wisdom of practice." For each scale, suggestions are given on how to determine the ratings, along with a list of the key elements or concepts defining the scale. These key elements can be considered critical dimensions of the particular scale and can also be used as a checklist to indicate their presence or absence. Included scales cover: (1) space, facilities, and furnishings; (2) resources and supports; (3) social environment; (4) student self-direction; (5) classroom management and climate; (6) teaming arrangements; (7) instruction; (8) curriculum flexibility; (9) accommodation to

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Blindness; *Caregiver Speech; Early Intervention; Infants; *Interpersonal Competence; *Language Acquisition; *Parent Child Relationship; Skill Development; Young Children

This brochure published in 1984 for parents of blind infants and young children offers suggestions for building the child's language and social skills through talking to the child and interacting in a variety of ways. The importance of talking to the young infant, even though he/she doesn't respond with eye contact, and of learning to recognize the infant's efforts at communication is stressed. Other suggestions include avoiding the over-stimulation of constant television or radio, describing family activities to the child, helping the child to explore his environment, including the child in family activities, sharing in the child's experience of the world, helping the child become aware of his/her feelings, and asking the child many questions. (DB)

ED 405 716 EC 305 437

Brody, Jill; Webber, Lynne
Let's Eat: Feeding a Child with a Visual Impairment.
PUB DATE- 94
NOTE- 32p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Blindness; *Child Rearing; *Eating Habits; Nutrition; Parent Child Relationship; *Self Care Skills; *Visual Impairments
IDENTIFIERS- *Feeding Skills

This guide for parents and caregivers of young children with visual impairments is intended to help them to teach competent feeding skills. After an introduction, a section on stages in learning to eat discusses eating behaviors of infants and young children with visual impairments at various ages. Examples of some specific problems and solutions are included. The next section discusses issues that may contribute to delayed development of mature feeding skills. These include diminished visual acuity, misinterpretation of a child's cues, tactile defensiveness, lack of anticipation, repetitive movements, behavioral issues, related impairments, neuromuscular problems, arching, tongue thrust, and immature reflexes. Four organizational resources are identified. (Contains 10 references.) (DB)

ED 405 717 EC 305 441

Katul, Nadia A.
Inclusion Specialists: Are They Really Fostering Inclusion?
PUB DATE- Aug 95
NOTE- 74p.; For related document, see EC 305 442.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Consultants; *Disabilities; Educational Change; Educational Trends; Elementary Secondary Education; *Inclusive Schools; Interviews; Mainstreaming; Qualitative Research;

model. Methodology of a study is described in the second chapter. Several chapters relate findings related to silent pauses, filled pauses, and rate of speech and verboseness, correlating these with length of stay and educational level and socioeconomic background variables. A chapter examines the relationship between first-language loss and speech guardedness. Subsequent chapters discuss the correlation of hesitation frequency with speech error rates, a time analysis of changes in speech error/repair rate, correlations between social/psychological variables and first-language loss, and implications for language loss theory and other applications of the model. (MSE)

ED 405 736 FL 024 475

Jordens, Peter, Ed.; Lalleman, Josine, Ed.
Investigating Second Language Acquisition.
PUB DATE- 96
NOTE- 483p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Adults; Arabic; Case Studies; Classroom Techniques; Dutch; Educational Strategies; Foreign Countries; French; Grammar; Immigrants; Interference (Language); Language Research; Learning Strategies; Linguistic Input; *Linguistic Theory; *Phonology; *Second Language Learning; *Second Languages; Transfer of Training; Turkish; Uncommonly Taught Languages; *Vocabulary Development; Word Recognition
IDENTIFIERS- Morocco; Turkey; *Universal Grammar; Wh Questions

Essays in second language acquisition include: "The State of the Art in Second Language Acquisition Research" (Josine Lalleman); "Crosslinguistic Influence with Special Reference to the Acquisition of Grammar" (Michael Sharwood Smith); "Second Language Acquisition by Adult Immigrants: A Multiple Case Study of Turkish and Moroccan Learners of Dutch" (Guus Extra, Roeland van Hout); "Some Experimental Tasks in the Study of Word Recognition" (Cor J. Koster); "Strategies" (Nanda Poulisse); "Universal Grammar in Second Language Acquisition" (Vivian J. Cook); "Are There Principles of Universal Grammar That Do Not Apply to Second Language Acquisition?" (Paul van Buren); "Parameters in Non-Native Language Acquisition" (Bonnie D. Schwartz); "Parameter Setting and the Acquisition of Wh-Questions in L2 French" (Aafke Hulk); "A New Research Programme for the L2 Acquisition of Phonology" (Martha Young-Scholten); "Second Language Phonology" (Allan R. James); "Speech Perception and L2 Phonological Acquisition" (Henning Wode); "Lexicon and Grammar in Second Language Learning" (Paul Bogaards); "The Lexicon in Second Language Acquisition" (Rene Appel); and "Input and Instruction in Second Language Acquisition" (Peter Jordens). (MSE)

ED 405 737 FL 024 476

Castanho, Maria da Graca Borges
Reading: Students' Attitudes and Interests in Fourth, Fifth, and Sixth Grades in Official Portuguese Schools in the USA (A Leitura: Atitudes e Preferencias dos Educandos do 4th, 5th, e 6th Anos de Escolaridade nas Escolas Oficiais Portuguesas nos Estados Unidos da America).
PUB DATE- 93
NOTE- 293p.; Master's Thesis, Lesley College, Massachusetts.
LANGUAGE- Portuguese
EDRS Price- MF01/PC12 Plus Postage.

identified three elements of the institution as supportive of maintaining a high level of scholarly productivity: the formal and informal institutional reward structure, work assignment, and opportunities for collegial exchange. Heavy teaching and advising responsibilities were listed uniformly as inhibitors of scholarly writing, as were high expectations for service. It was concluded that the participants' perception that institutional factors contributed little to their publishing productivity may reflect the primacy of collegial networks in sustaining commitment to scholarly research and writing. (Contains 18 references.) (MDM)

ED 405 756 HE 029 991

Steen, Sara J., Ed.
Vacation Study Abroad 1997/98: The Complete Guide to Summer and Short-Term Study.
PUB DATE- 97
NOTE- 482p.; For previous edition, see ED 392 325.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Colleges; College Students; Eligibility; Exchange Programs; Foreign Countries; Higher Education; *International Educational Exchange; *International Programs; Program Content; Program Descriptions; Second Language Programs; Student Costs; *Student Exchange Programs; *Study Abroad; *Summer Programs; Universities
IDENTIFIERS- Institute of International Education NY; Program Characteristics

This guide provides descriptions of 1,862 summer and short-term academic and language study-abroad programs that range from one-week language study courses to full-summer or semester-length university programs. An introductory section provides information on the Institute of International Education (IIE), IIE publications, the use of the guide, planning study abroad, additional resources, and how to read study-abroad literature. The bulk of the guide consists of individual program descriptions, arranged geographically by region and country. Each listing provides information on program sponsor and name, site, dates, subjects, eligibility, credit, instruction, costs, housing, deadline, other information, and contact point. Programs are indexed by program sponsor, consortia, field of study, special options, cost, and duration. (MDM)

ED 405 757 HE 029 992

Steen, Sara J., Ed.
Academic Year Abroad 1997/98: The Most Complete Guide to Planning Academic Year Study Abroad.
PUB DATE- 97
NOTE- 716p.; For previous edition, see ED 392 324.
LANGUAGE- English
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Colleges; College Students; Eligibility; Exchange

PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Academic Achievement; Career Choice; *College Freshmen; College Students; Decision Making; Developmental Studies Programs; *Education Work Relationship; *Employment Patterns; Higher Education; High Risk Students; Job Search Methods; National Surveys; Part Time Employment; Student Attitudes; *Student Development; *Student Employment; Student Financial Aid; Student Loan Programs; Student Personnel Services
IDENTIFIERS- Washington

Thirteen chapters address issues concerning college student employment including the impact of student employment, research on student employment, and making student employment more productive. Chapters include: (1) "Encouraging Student Development Through Student Employment" (Arthur W. Chickering and others); (2) "Career Decision-Making Benefits of College Student Employment" (Darrell Anthony Luzzo); (3) "The Student Employment Professional--An Emerging Partner in Student Success" (Lee Noel); (4) "Financing a College Education: Are Students Too Dependent on Borrowing?" (Sheri S. Williams and Frank Newman); (5) "National Student Employment Survey: Why Students Choose to Work and their Perceptions of the Academic Year Work Experience" (Yuko Mulugetta and Dennis Chavez); (6) "The Effect of Part-Time Work on Academic Performance and Progress: An Examination of the Washington State Work-Study Program" (Gordon Van de Water); (7) "A Proven Approach to Reducing Employee Turnover" (Sal D. Rinella and Robert J. Kopecky); (8) "Academic Benefits of On-Campus Employment to First-Year Developmental Education Students" (Carolyn Wilkie and Marquita Jones); (9) "UPS Study Relates Student Employment to Job Hunting Success After Graduation" (Robert Foreman); (10) "The New Entry Level for Career Jobs: Student Working Pays Off" (Donald A. Casella and Catherine E. Brougham); (11) "The Context of Student Employment" (Tom Little and Nancy Chinn); (12) "What Campus Employers Teach Students About Office Politics" (Marilyn Moats Kennedy); and (13) "Using Your Student Employment Experience in the Job Search" (Rick Kincaid). (Individual chapters contain references.) (JLS)

ED 405 777   HE 030 028

Utah System of Higher Education Data Book (Supplement to Operating Budget Request) 1997-98.
PUB DATE- Jan 97
NOTE- 321p.; For 1995-96 edition, see ED 386 099.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgets; College Libraries; Community Colleges; Comparative Analysis; Costs; Degrees (Academic); *Educational Finance; Enrollment Trends; Higher Education; Library Services; Operating Expenses; *State Universities; Student Costs; Student Financial Aid; Tables (Data); Teacher Salaries; Tuition; Two Year Colleges; Vocational Education
IDENTIFIERS- *Utah

This report provides detailed statistical data on the Utah System of Higher Education (USHE), including institution-specific data on the system's four universities and five community colleges. The institutions include the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie College, College of Eastern Utah, Utah Valley State College, and Salt Lake Community College. The report includes an executive summary and tables covering: (1) degrees and awards 1986-87 through 1995-96 for public and private institutions; (2) enrollment and enrollment trends from problem: (1) a shortage of qualified K-12 teachers in California; (2) K-12 students in California have pressing instructional needs that cannot be met by their individual schools; (3) no one organization is responsible for distance learning in the state; and (4) current educational policies fail to recognize the "borderless" attributes of distance learning. The status of distance learning for K-12 schools in California is briefly described, including distance education by communications satellite and broadcast television, ITFS (Instruction Television Fixed Service), and cable television. Two examples of state supported distance learning networks are also provided: Oregon's Ed-Net, and the Community College of Maine. A list of Task Force members and a glossary of terms conclude the report. (DB)

ED 405 797 IR 016 513

Repertorio de Servicios Iberoamericanos de Documentacion e Informacion Educativas = Repertorio de Servicos Ibero-Americanos de Documentacao e Informacao Educativas (Directory of Ibero-American Services for Educational Documentation and Information).

PUB DATE- 92
NOTE- 839p.
LANGUAGE- Spanish; Portuguese
EDRS Price- MF05/PC34 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agency Cooperation; *Bibliographic Databases; *Documentation; Financial Support; *Foreign Countries; Human Resources; *Information Dissemination; *Information Services; *Libraries; Library Services; Optical Data Disks; Questionnaires; Spanish Speaking; Surveys; *User Needs (Information)
IDENTIFIERS- *Latin America; Portugal; Spain

This directory provides information on the location and functioning of educational documentation and information services in Spain and Portugal in Europe, and in the 18 Spanish-speaking countries (Argentina, Bolivia, Colombia, Costa Rica, Cuba, Chile, Ecuador, El Salvader, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Uruguay, and Venezuela) and the Portughese-speaking country (Brazil) of Latin America. Information about each service agency is presented (with headings in the language of the country in which the agency is located) in the following areas: (1) including address; (2) objectives; (3) human resources; (4) financial resources; (5) documentary (bibliographic) resources including holdings and collection processing; (6) activities; (7) users; and (8) interinstitutional cooperation at national, regional, and international levels. Additional descriptive data is given when available. Information is provided on 257 services, of which 238 represent national institutions in member countries and 19 represent subregional, regional, and international institutions. Appendices list ongoing studies by these services; CD-ROM databases; European educational databases; and networks and information systems, among which the ERIC system is described. Indexes to institutions assist the user in finding particular services. The preface, introduction, and headings/sub-headings of the appendices are written in both Spanish and Portuguese. (SLD)

ED 405 798 IR 017 829

North Carolina Computer Skills Curriculum Lesson Plans, K-3: Terms, Operation and Care.

administrators, faculty, and staff were responsible for all strategic and tactical decisions. The team approach has many advantages and disadvantages. This paper identifies the major events, problems, and triumphs the team encountered related to: defining the identity of individuals and the team as a whole; assuming additional roles and responsibilities; planning and managing capital and operating budgets; communicating to stakeholders; managing multiple projects; negotiating with vendors; hiring and managing a technical support staff; and resolving team conflicts. Collaborative risk taking, with trust, is a necessary quality for successful team management of technology. (SWC)

ED 405 817 IR 018 257

Groman, Margaret W.
Integrating "Geometer's Sketchpad" into a Geometry Course for Secondary Education Mathematics Majors.
PUB DATE- 96
NOTE- 6p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Design; Computer Graphics; Computer Software Evaluation; *Courseware; *Geometric Constructions; *Geometry; Higher Education; Integrated Activities; *Mathematical Enrichment; Mathematics Materials; *Preservice Teacher Education; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- Computerized Techniques; *Computer Managed Geometry; State University of New York Coll at Oswego

Geometer's Sketchpad is an interactive geometry software package used to help students learn geometry principles. Use of Sketchpad in a secondary education math course at the State University of New York (SUNY) at Oswego has allowed geometry to be taught in a dynamic manner. The paper provides three examples of how Sketchpad is used. Traditional paper folding and ruler and compass constructions are important preliminary steps to teach students, in order to prepare future teachers for classrooms that may not yet have access to dynamic geometry software. Sketchpad provides a measurement option and the ability to do the construction for a single triangle, then click and drag on a vertex to deform the triangle into many different shapes until the important characteristic of the triangle becomes clear. Student reaction to the use of Sketchpad in their geometry course was overwhelmingly positive. Many wanted to purchase copies for their own personal use and for use in their student teaching experience. Both students and instructor learned to use the software to test conjectures and constructions, and back up the theorem/proof process by using Sketchpad to ask "what if" questions. The course came closer to an ideal situation where students construct their own mathematical understandings and where the instructor is less of a depository of mathematical truth but more one of many geometrical investigators. (SWC)

ED 405 818 IR 018 258

Hagopian, Tim
1 Thirty Station Math Lab 2 Faculty = Managing 500 Students

workshop series consisted of three parts focusing on creating a PowerPoint presentation; incorporating sound and pictures; and incorporating video. These workshops were then expanded to include students. One of the best ways to keep student enthusiasm for technology high is to hire knowledgeable students as student technicians in the computer center. This allows for a lot of interaction between these students, faculty, and staff. The University has a grant program called the Learning Technologies Enrichment Program whose purpose is to provide funding for equipment that broaden the application and integration of technology in the curriculum. The Summer Institute of Learning Technologies was targeted to novice faculty. Faculty and staff use of multimedia was found to increase by over 50% over the last 2 years, due to these efforts. (AEF)

ED 405 835 IR 018 275

Thomson, Nancy S.
Using TQM: A New Teaching Model.
PUB DATE- 96
NOTE- 8p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; *College Instruction; College Seniors; Computer Mediated Communication; Computer Science Education; Course Organization; Higher Education; *Information Skills; *Information Technology; Instructional Innovation; Learning Activities; Lifelong Learning; Management Information Systems; *Skill Development; Student Role; *Teaching Models; *Total Quality Management
IDENTIFIERS- Continuous Improvement; Customer Services; *Northwest Missouri State University

The objectives of an innovative teaching model implemented in a course at Northwest Missouri State University Department of Science/Information System are to: (1) use the Total Quality Management (TQM) concept in course design and implementation in the MIS (management information systems) curriculum; (2) develop attitudes and behaviors associated with this type of thinking in the students; (3) provide flexibility in the development of senior level courses; and (4) expand the learning process beyond traditional barriers while developing increased knowledge and skills in information techNologies. Students in this course are generally undergraduates in their final (senior) semester. Using the TQM philosophy to design a course requires a focus on the student as the customer/client, on the process of learning activities, and on continual improvement of this learning activity. Students are not told they are participating in a TQM activity; by the time they get to this point, they have been lead through a process of developing the skills related to the concept. Course-related content is distributed via e-mail to encourage the use of and familiarize students with electronic communication. The process focus of TQM develops students' educational experience so that it is not limited to subject matter, but so that it includes an understanding of the learning process itself. Students become active participants in the knowledge building process and they express appreciation for the sense of power they have. They are acquainted not only with a variety of information sources, but

Roerden, Laura Parker
Net Lessons: Web-Based Projects for Your Classroom.
PUB DATE- 97
NOTE- 284p.; An America Online CD-ROM is included with the book.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Class Activities; Computer Assisted Instruction; *Curriculum Development; Educational Technology; Elementary Secondary Education; Instructional Innovation; Instructional Materials; Internet; Learning Activities; *Lesson Plans; *Student Projects; *World Wide Web

This book offers educators proven guidelines for using the World Wide Web to enhance an existing curriculum, as well as practical implementation plans and an assessment tool for determining the appropriateness of the Web for specific educational goals. The book is divided into two sections with eight chapters. Part 1 establishes the theoretical framework for an Internet curriculum. It introduces what is unique and potentially useful about both the Internet and the Web, gives an overview of helpful tools, and examines all of the curricular implications of using the Internet in the classroom. An assessment tool for determining when the Web can be used to meet instructional goals is included. Twelve Web activity types (which correspond with lesson plans in Part 2) can be used to help model successful Web projects. Frameworks by subject area are presented, along with thoughts about assessment and tips for facilitating cooperative learning. Part 1 also includes "roadmaps" for beginners, intermediate and advanced users; a framework for creating a successful project; a Web project implementation plan; and ideas for the one-computer classroom. Part 2 offers more than 100 K-12 lesson plans and ideas that utilize the Web in all subject areas. Many projects include tips for adapting the lesson up or down to different age groups. Lesson plans are presented at the beginning, intermediate and advanced level. Appendices include a lesson plan index, worksheets, and a list of top sites for educational sources. (AEF)

ED 405 854 IR 018 303

Fishman, Barry J.
Student Traits and the Use of Computer-Mediated Communication Tools: What Matters and Why?
PUB DATE- 27 Mar 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Attitudes; *Computer Literacy; *Computer Mediated Communication; Computer Uses in Education; Cooperative Learning; Educational Technology; Electronic Mail; Higher Education; High Schools; *High School Students; Multimedia Materials; Parent Background; Prior Learning; Social Influences; *Student Attitudes; Use Studies
IDENTIFIERS- *Computer Use; Gender Issues; Northwestern University IL; USENET; Video Teleconferencing

The purpose of this study was to explore variables related to characteristics of high school students using computer-mediated communication (CMC) technology. Student characteristics are explored with respect to gender, academic self-concept, parental education, skill and experience with technology, communication apprehension, and social influence. The staff, transiency of the population, inmate library access, and intensity of library use all contribute towards the disparity between public and prison library services at an operational level. Performance measures were developed based on interviews with prison staff and inmates, observation and monitoring of library service, and reviews of existing documentation. The performance indicators are categorized in three groups: resources--how and to what extent prison library services are resourced, in both financial and non-financial terms; service--statistics of library usage; and consumer indicators--factors concerned with the library users and potential library users. (Author/SWC)

ED 405 871 IR 056 300

Morgan, Steve
How Well Are We Doing? Common Themes and Possible Solutions in Academic Libraries.
PUB DATE- 95
NOTE- 10p.; Paper presented at the Northumbria International Conference on Performance Measurement in Libraries and Information Services (1st, Northumberland, England, August 30-September 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Change Strategies; *Evaluation Methods; Foreign Countries; Higher Education; Information Technology; Librarian Attitudes; Librarian Teacher Cooperation; Library Services; Library Surveys; *Measurement Techniques; *Self Evaluation (Groups); *User Needs (Information)
IDENTIFIERS- *Performance Indicators; United Kingdom

This paper uses results of postal surveys carried out in the United Kingdom further education (FE) and university sectors to highlight themes and elaborate on suggestions for advancing performance measurement. Academic libraries face insecurity arising from the political and educational changes taking place in academic institutions, competition between institutions and services, and the demands for accountability at a variety of levels within institutions. As a result, it is essential that there are mechanisms in place to monitor and evaluate library services and to maintain the high quality demanded by the academic community. When surveyed, librarians' views on performance assessment followed three main themes: the use of qualitative data in addition to quantitative data; user expectations and how to satisfy the information needs of an increasingly diverse academic community; and the climate of review and assessment, where periodical reviews can act as effective motivators in highlighting and encouraging reflection on how effectively the library supports teaching and research. The following practical suggestions for improvements in performance measurement are discussed: (1) greater involvement of a variety of constituents; (2) more systematic and structured approach; (3) greater proactivity; (4) wider application of information technology; (5) greater emphasis on the user perspective; and (6) more time. (Contains 10 references.) (Author/SWC)

ED 405 872 IR 056 301

Sumsion, John; Ward, Suzanne
EC Toolbox Project: General Findings and Some Particular Proposals--The Next Generation of Performance Indicators.

Library Personnel; Library Role; *Library Services; *Online Systems; Optical Data Disks; Technological Advancement
IDENTIFIERS- *Cyberspace; Technology Integration

This handbook serves as a guide for the information professional who operates in cyberspace. The book provides practical explanations on technology and its applications to libraries and networked information systems, and easy-to-understand discussions of how new technologies will affect libraries and library careers. The book contains 64 articles and essays organized into 16 sections: (1) The Internet--The Basics; (2) Are You Wired In? (3) Read Your Mail! (4) Know Your Rights; (5) I'll Have My Agent Call Your Agent; (6) Power Tools for Cyberspace; (7) We All Need a Happy Home (Page); (8) Beyond Text; (9) Reference in Cyberspace; (10) I've Grown Accustomed to Your (Inter)Face; (11) Do You Mean the New Online or the Old Online? (12) Cyberspace Needs Technical Service; (13) Do You Have a License for That? (14) Standards Is Good; (15) So, You Want To Be a Cybrarian?; and (16) Cyberfuture. (SWC)

ED 405 889 IR 056 335

MacLam, Helen, Ed.
CHOICE Reviews in Women's Studies, 1990-96.
PUB DATE- 96
NOTE- 442p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; *Annotated Bibliographies; Electronic Journals; Females; Feminism; Higher Education; Library Acquisition; Library Collection Development; Library Material Selection; *Literature Reviews; *Publications; Public Libraries; Scholarly Journals; *Womens Studies
IDENTIFIERS- Association of College and Research Libraries

"CHOICE: Current Reviews for Academic Libraries," a publication of the Association of College and Research Libraries, provides academic librarians and faculty with concise, informed evaluations of significant recent scholarly publications--both print and electronic--in more than 40 disciplines spanning the humanities, science and technology, and social and behavioral sciences. The CHOICE bibliography series provides acquisitions librarians in public or academic libraries with a resource to identify works needed to build basic collections in these subject areas. This publication features reviews of over 2,000 recent women's studies titles that have appeared in CHOICE Magazine. Arranged alphabetically by subject matter, using classifications created by the CHOICE editorial staff, each entry reprints the full text of the original review, gives detailed bibliographic data, and indicates recommended readership level. Name, title, and topical indexes are provided. (SWC)

ED 405 890 IR 056 336

South Carolina State Library Annual Report, 1995-1996.
PUB DATE- 96
NOTE- 73p.; For the 1994-1995 report, see ED 395 598.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Expenditures; Higher Education; Library Acquisition; Library Administration; Library Collections; Library

programs that encourage local high school students to consider the college's medical technology program. First, an introduction provides a general description of the pre-college programs and sample comments from program participants. The second part summarizes program objectives from 1994-95 and 1995-96 and indicates that 6 students were served in 1994-95 and 13 in 1995-96. The third part focuses on beginning the process of developing a program, discussing issues related to funding, preparing the proposal, costing out the proposal, hiring support staff, budgeting for contracted services and teachers' salaries, and buying supplies. The fourth part discusses specific considerations in project development related to establishing academic requirements, administrative needs, scheduling and school calendars, student attendance, student activities, ancillary services, developing syllabi, and ordering and storing materials and perishable supplies. The final sections review drawbacks to relying on donations, ideas for organizing guest speakers and field trips, and methods for handling public relations and outreach. Appendixes provide sample course syllabi, examples of program pre- and post-tests, and a sample program abstract used to publicize the project. (HAA)

ED 405 909 JC 970 177

Halder, John
How Iowa Community Colleges Developed a Consortium for Study Abroad.
PUB DATE- 4 Feb 97
NOTE- 17p.; Materials used in a presentation to the Annual Conference of the Community Colleges for International Development (20th, Orlando, FL, February 2-4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Consortia; Cooperative Programs; Curriculum Development; Foreign Countries; Guidelines; Housing; Intercollegiate Cooperation; Mission Statements; Program Costs; Program Development; Program Evaluation; Student Attitudes; *Study Abroad; Two Year Colleges
IDENTIFIERS- England

This document provides materials developed by Iowa's community colleges in establishing the Iowa Community College Consortium for Study Abroad, as well as materials from a Consortium study abroad program in England. First, a timeline is presented of actions taken between April 1994 and November 1996 in the development of the Consortium, including meeting dates, mailings to Iowa college presidents, the creation of a brochure, site visits to London, and the determination of colleges with students enrolled in the program and those interested in participating in the Consortium. Next, 16 guidelines for participating colleges are presented, reviewing methods for voting, responsibilities of the Consortium, methods for developing curricula, and minimum requirements for student participants. Following an overview of the Consortium, including a mission statement and description of goals, information is provided on a semester abroad program in England developed by the Consortium and Kirkwood Community College (KCC). Information is provided on the length of the program, available courses, travel, housing, and the cost per participant, indicating that charges for the program fee, a damage deposit, airfare, and KCC tuition total $5,745. Next, a

*Educational Practices; Foreign Countries; *General Education; *Integrated Curriculum; Secondary Education; *Technology Education

IDENTIFIERS- *Asia Pacific Region

Despite the expansion of technical-vocational education and training (TVET) in nearly all Asia-Pacific countries during the past 10-15 years, many of the region's policymakers have called for greater and more effective integration of technical-vocational components in basic and general education curricula. The idea that technology education should be part of the general education curriculum is not totally new to Asia-Pacific countries. Technology education was introduced into the curricula of some Asian countries after World War II. In Australia, the National Training Reform Agenda, which sought to strengthen the links between senior secondary schooling, general education, TVET, and postschool options, emerged in the early 1990s. The Korean government decided to provide technology education for all secondary school students in 1989 and revised its curricula to include the following competencies: working with others in teams; communicating ideas/information effectively; solving problems and thinking creatively and critically; and using office technology. Increased attention toward curriculum integration has been increasingly evident in the United States, India (where efforts to vocationalize secondary education were initiated in 1986), the Philippines (where an entrepreneurship development was introduced in schools), and Japan (where technology education has been expanded to reflect environmental awareness and global considerations). (MN)

ED 405 461 CE 073 636

Joyner, Carlotta C.

Department of Labor. Challenges in Ensuring Workforce Development and Worker Protection. Testimony before the Subcommittee on Human Resources, Committee on Government Reform and Oversight, House of Representatives.

PUB DATE- 6 Mar 97

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Accountability; Adult Education; *Agency Role; Cost Effectiveness; Federal Legislation; Health Insurance; Information Management; Job Training; *Labor Force Development; *Labor Legislation; *Occupational Safety and Health; Program Costs; Program Implementation; *Public Agencies; Public Policy

IDENTIFIERS- Davis Bacon Act; *Department of Labor; Welfare Reform

In Fiscal Year 1997, the U.S. Department of Labor (DOL) has an estimated budget of $34.4 billion and is authorized 16,614 full-time-equivalent staff-years. DOL's many programs fall into two major categories: enhancing workers' skills through job training and ensuring worker protection. The DOL's work force development mission is being challenged by the federal government's patchwork of job training programs, which are characterized by overlap/duplication. Although the responsibility for delivering the employment training services required by recently passed welfare-to-work legislation rests with state and local governments, the DOL will likely be called upon to encourage/facilitate and integrate needed employment training services. For the past 2 years, the DOL has worked to use its resources more efficiently and make its worker protection efforts more service oriented. With regard to its

Education; ERIC Clearinghouse on Adult, Career, and Vocational Education; National Parent Information Network; Adult Numeracy Practitioners Network; Project Vote Smart; OTAN (Outreach and Technical Assistance Network); California E-Mail Project Home Page; and CNN Student News Page. (YLB)

ED 405 480 CE 073 691

Hofstader, Robert; Chapman, Kenneth
Foundations for Excellence in the Chemical Process Industries. Voluntary Industry Standards for Chemical Process Industries Technical Workers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 307p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chemical Industry; Competence; Educational Needs; *Employment Qualifications; *Job Skills; *Paraprofessional Personnel; *Standards; *Technical Education
IDENTIFIERS- Chemical Process Control

This document discusses the Voluntary Industry Standards for Chemical Process Industries Technical Workers Project and issues of relevance to the education and employment of chemical laboratory technicians (CLTs) and process technicians (PTs). Section 1 consists of the following background information: overview of the chemical process industries, history of voluntary industry standards development and implementation in the United States, and illustration of the skill standards in context through models of technicians' work. Examined in section 2 are the following: process used to develop the skill standards, critical issues affecting technical workers in the chemical process industries now and in the future, and the actual skill standards. Core and recommended competencies for the following eight CLT critical job functions are listed: working in the chemical process industries; maintaining a safe and clean lab; sampling and handling chemical materials; measuring physical properties; performing chemical analysis; performing instrumental analysis; planning, designing, and conducting experiments; and synthesizing compounds. Core and recommended competencies for six critical PT job functions are listed: working in the chemical process industries; maintaining safety/health and environmental standards; handling, storing and transporting chemical materials; operating, monitoring, and controlling continuous and batch processes; providing routine and preventive maintenance and service; and analyzing plant materials. Section 3 describes the study conducted to provide insight into alliance formation as a way of facilitating local-level implementation of the skill standards and the training materials resource database and tools (curriculum analysis matrix and gap analysis matrix) that were developed during the project. Appendixes contain lists of the following: steering and coordinating committee members; contract, employer, and academic institution contributors; meetings and sessions held to develop the skill standards; and standard industrial classification codes for the chemical process industries. (MN)

ED 405 481 CE 073 693

Condelli, Larry
Evaluation Systems in the Adult Education Program: The Role of Quality Indicators.

from the high rate of access to CVT and programs that were longer than the average. In France, 35 percent of the companies had a training plan, whereas this was the case for only about 25 percent of the companies in the Netherlands, Belgium, Spain, and Italy. French companies most often used courses and training in work situations (TWS). TWS was widespread in large companies (75 percent) and present in the majority of medium-sized companies (45-69 percent). TWS was generally linked to training courses or other training situations. TWS objectives fell into two categories: management of employment and mobility, and adaptation of competencies to technical and organizational changes. (YLB)

ED 405 499 CE 073 732

Lynch, Richard L.
Designing Vocational and Technical Teacher Education for the 21st Century: Implications from the Reform Literature. Information Series No. 368.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Curriculum Development; *Educational Change; Educational Philosophy; Educational Principles; Higher Education; Labor Force Development; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Effectiveness; Technical Education; Vocational Education; *Vocational Education Teachers

Vocational-technical teacher education has followed a different preparation path since the Smith-Hughes Act established a separate system for vocational training. This path has been increasingly challenged by end-of-the-century changes in the workplace and new knowledge about teaching and learning. This paper reviews reform initiatives in teacher education generally and in vocational teacher education, identifying a shift from Charles Prosser's essentialist philosophy toward John Dewey's progressivism and contemporary theories of constructivism as the philosophical bases for vocational teacher education. The paper explores the following aspects of excellence in teacher preparation through a review of research: What must teachers know about teaching, learning, and subject matter? What is the subject matter of vocational education? What must teachers know about students? Where does the knowledge come from in vocational education, and how does it differ from general education? Is teaching (and teacher education) based on intuition and experience or a researchable knowledge base? What is effective teaching? How does knowledge translate into practice, and what do highly effective teacher educators need to know and be able to do to develop highly effective teachers? Principles for vocational-technical teacher education (or work-based teacher education) are elaborated, and a synthesis of reform themes from the literature emphasizes an important theme: the need for a new vision for work-based teacher education. The paper describes the following components of a model for the design of work-based teacher education: philosophical foundations, principles, standards of knowledge and practice, curriculum framework, and assessment. The design implications presented call for a bachelor's degree requirement, collaboration, a broader conceptualization of the

Henick, Louise; And Others
Tips from Teachers: Ideas that Work.
PUB DATE- Sep 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Art Therapy; *Bulletin Boards; Class Organization; *Classroom Techniques; *Correctional Education; Delinquency; Discussion Groups; Learning Readiness; Secondary Education; *Student Journals; Teaching Methods

Five articles describe effective ideas and techniques suggested by correctional educators. In "Warming Up: Mental Exercises for Successful Learning" (Louise Henick), warm-up exercises to help students get ready to learn are discussed, such as daily journals, word of the day, and quote of the day. "Keeping Students Posted" (Richard Johnson) shows how to overcome limited resources by using a bulletin board. "It's Going Round" (Susan Olsen) proposes uses of roundtable discussions. Nine "Principles for Teaching Adult Learners" are listed. In "Picturing Success: Using Art Therapy to Teach Behaviors" (KrisAnn Sullivan), the success of an art therapy program with juvenile offenders in Nebraska is documented. (KC)

ED 405 517 CE 073 870

Lytle, Susan L.; And Others
Literacy Practitioner. Assessment Issue.
PUB DATE- Aug 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult Literacy; Adult Programs; Adult Students; Check Lists; Evaluation Methods; Government Employees; *Literacy Education; *Portfolio Assessment; Program Development; Program Effectiveness; *Student Evaluation; Workplace Literacy
IDENTIFIERS- New York

This issue contains five articles about assessment in adult literacy programs. The first article, "Living Literacy: Rethinking Adult Learner Assessment" (Susan L. Lytle), focuses on developing alternative forms of assessment such as literacy portfolios to identify changes in four dimensions of adult literacy over the course of literacy programs: learners' beliefs, practices, processes/products, and goals/plans. In "CALPEP: The California Adult Learner Progress Evaluation Process" (Al Bennett), the objectives, key components, and use of CALPEP are outlined and a sample page is presented. Project REACH, a basic skills enhancement program for New York state employees, is profiled in "Assessing Workplace Literacy: Asking New Questions" (Carol D. Young). Discussed in the article "An Assessment Overview" (Kate Toms) are the problems involved in gaining acceptance of alternative assessment practices such as portfolio assessment and the comparative validity of alternative and standardized assessment. The benefits and potential drawbacks of using portfolio assessment in adult literacy programs are considered in "Portfolio Assessment" (Barbara Van Horn). Also included is a brief description of available portfolio assessment software. (MN)

Reid, Kenneth E.
Social Work Practice with Groups: A Clinical Perspective. Second Edition.
PUB DATE- 97
NOTE- 308p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Clinical Psychology; Counseling; *Counseling Techniques; Counselor Training; *Group Counseling; Group Structure; *Group Therapy; Intervention; *Skill Development; Social Work; Therapeutic Environment; Therapy
IDENTIFIERS- *Group Leaders; Life Span Development

This guide is written for beginning and advanced social work students, as well as battle-weary social workers. It instructs practitioners in how to do social work with groups and how to integrate small-group theory and therapeutic principles in such a way that is therapeutic and life enhancing. The wide-ranging concepts and skills presented here can also help students in psychology, nursing, counseling, and education. The book begins with the "what" of groups in social work and evolves to the "how" of leading groups. It shows how the practitioner's personality influences therapy. Chapter One provides an introduction to the use of groups, while Chapter Two offers a historical overview of the use of treatment-oriented groups in social work. The third chapter examines the therapeutic factors unique to small groups and Chapter Four provides a novel way of looking at group development. In Chapter Five the group member as a biological/psychological/social entity is discussed and in Chapter Six, reciprocity is examined. The remaining chapters identify and explore the interpersonal skills a worker needs, interventions that promote interaction, how to plan an effective group, and phases of the helping process. Contains an index and about 350 references. (RJM)

ED 405 539   CG 027 586

Okun, Barbara F.
Effective Helping: Interviewing and Counseling Techniques. Fifth Edition.
PUB DATE- 97
NOTE- 309p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Restructuring; *Communication Skills; Counseling Psychology; *Counseling Techniques; Counseling Theories; Counselor Client Relationship; *Counselor Training; Crisis Intervention; *Helping Relationship; Interviews; *Skill Development
IDENTIFIERS- *Counselor Effectiveness

Communication skills awareness and training are essential for any human relations endeavor. Operating on the premise that everyone can learn effective communication skills, the goal of this book is to provide a foundation for persons to develop the human relations skills they need to build effective helping

*Student Motivation; *Teacher Attitudes; Teaching Methods; Writing Instruction
IDENTIFIERS- Teacher Surveys

Grade-5 teachers, who were nominated by their supervisors as effective in educating their students to be readers and writers, responded to questionnaires about their practice. The 33 teachers claimed commitments to: (1) extensive reading at the heart of their reading instruction; (2) diverse instructional activities (e.g., whole-group instruction, small-group instruction, cooperative grouping, individual reading); (3) teaching of both word-level and higher-order (e.g., comprehension, critical thinking) skills and processes; (4) development of students' background knowledge; (5) student writing, including teaching of mechanics and higher-order composition skills (e.g., planning, drafting, revising as a process); (6) extensive evaluation of literacy competencies using diverse assessments; (7) integration of literacy and content-area instruction; and (8) effects to promote student motivation for reading and writing. Excellent literacy instruction is a balanced articulation of many components, including whole language experiences and skills instruction. (Contains 39 references. An appendix presents a table of data listing elements of instruction reported by teachers.) (Author/RS)

ED 405 559 CS 012 747

Commeyras, Michelle; And Others
Literacy Professionals' Ways of Knowing: A National Survey. Reading Research Report No. 86.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Elementary Secondary Education; Interprofessional Relationship; Literacy; National Surveys; Portfolio Assessment; *Professional Development; *Reading Teachers; *Student Motivation; *Teacher Attitudes
IDENTIFIERS- Book Clubs; Teaching Research

A study assessed how literacy professionals acquire knowledge as well as what knowledge they possess and value. A questionnaire was mailed to a random sample of K-12 teachers, reading specialists, administrators, library-media specialists, and teacher educators in the United States. Results were based on 1,519 responses and are discussed in terms of knowing through professional development (reading professional literature, teacher education, and teacher research) and knowing about three current pedagogical topics (book clubs, portfolio assessment, and motivation). Results indicated that literacy professionals: (1) read practitioner journal articles, books, and professional newspapers more often than research journals or electronic sources; (2) believe that collaborative experiences between mentor teachers, student teachers, and teacher educators were important, but many of them have had little experience with such collaborations; (3) were familiar with teacher research, were interested in becoming teacher researchers, and found their practices influenced by teacher research; (4) agree that book clubs were a valuable form of pedagogy, but most have not had such experiences themselves and fewer still have had experiences with book clubs in which multicultural literature was read; (5) had knowledge, A fully detailed teacher's manual for classroom, home, or tutorial use, this book is for the child in the beginning grades, the pupil who needs remedial work, or any adult studying English as a second language, who will find learning by the Spalding Method a practical, quick way of mastering verbal skills. The book notes that the Spalding Method teaches students to hear, say, and write almost simultaneously so that all avenues to the mind reinforce each other in the learning process and the student naturally progresses from writing to reading within a few months. After a foreword by S. Farnham-Diggory and an introduction to the Spalding Method, chapters in the book are (1) The Teacher's Role; (2) The Phonograms; (3) Teaching Handwriting with the Phonograms; (4) Spelling Rules and the Notebook; (5) Teaching Spelling by Using the Phonograms and the Rules; (6) Teaching in the Different Grades; and (7) Advancing Basic Education. A nearly 300-item list of selected trade books by grade level is attached. (RS)

ED 405 577 CS 012 766

McCulloch, Myrna
America's "Spelling and Reading with Riggs." Teacher's Edition, with Annual Lesson Plan.
PUB DATE- 95
NOTE- 278p.; For related materials, see CS 012 765-771. Taught in conjunction with "The Writing Road to Reading."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Classroom Techniques; *Language Arts; Primary Education; *Reading Instruction; Remedial Instruction; *Spelling Instruction; Student Motivation; Teaching Guides; Teaching Methods; Testing; Writing Instruction
IDENTIFIERS- Direct Instruction; *Phonograms

This teacher's edition presents a chronological adaptation and extension of the classic text, "The Writing Road to Reading" by Romalda and Walter Spalding, to teach a practical, step-by-step language arts instruction which integrates all of the language strands. The method described in the book uses non-consumable teacher materials, direct instruction, and a multi-sensory methodology for primary, English-as-a-Second-Language, and remedial students. After a foreword by Michael S. Brunner and an introduction, chapters in the book are (1) An "Overview"--Scope and Sequence; (2) Managing the Classroom, Motivating the Student; (3) Testing; (4) Teaching Handwriting and the First 26 Phonograms; (5) Preparation of "The Notebook"--Continue Phonograms; (6) Introducing the Extended Ayres List; and (7) School Administrator's Section: Whole Language with a History of Success. An appendix presents spelling rules, prefixes and suffixes, Latin and Greek roots, a spelling chart, a phonogram mastery chart, hints on pronunciation for foreigners, a course syllabus, and 10 commonly asked inservice questions and answers. (RS)

ED 405 578 CS 012 767

McCulloch, Myrna
America's "Spelling and Reading with Riggs": Daily/Weekly Lesson Plans, Study Guide & Syllabus, with Daily Tasks Plus (Cognitive Skills, Grammar, Composition, and Vocabulary Development).
PUB DATE- 95
NOTE- 62p.; For related materials, see CS 012 765-771. Taught in conjunction with "The Writing Road to Reading."

This teacher resource book, designed to encourage student interest and build learning across the curriculum in grades K-5, is based on the theme of animals. Resource lists and activities in the book focus on the following sections: (1) animals as pets; (2) animals on the farm; (3) animals in the woods; and (4) animals in the wild. Each section describes subject-specific fiction and nonfiction materials, plus books that will lead young readers from fiction to nonfiction. The book's plot summaries, discussion topics, multidisciplinary activities, and student projects can help develop library research skills and link language arts to science, math, social studies, and the arts. The overall goal of the book is to help students make the transition from fiction to expository text. This book is one of a series which uses the power of fictional works to lead students from the world of imagination into the world of fact--fiction is used to build interest, increase familiarity with a topic, enlarge background knowledge, and introduce vocabulary. The book's nonfiction titles are chosen to represent the more literary treatment of a topic in contrast to a textbook-like stream of facts. A collection of poetry is also included in each section to broaden the reading options. The final section contains additional resources. (NKA)

ED 405 598 CS 215 786

Metzler, Mark
Personal Anthropology: Living and Writing in a Hypertextual Environment.
PUB DATE- Mar 96
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; *Computer Assisted Instruction; *Creative Writing; Cultural Context; *Hypermedia; Online Systems; *Personal Narratives; Poetry; *Self Concept; Writing Instruction
IDENTIFIERS- Metacriticism; *Text Factors

A hypertext entitled "Reading the Map" comes from the exploration of an individual's own life. Observations, experiences, whatever comes to mind, become part of the text. This constant addition of information adds physically to the text, making a perceived move outward into the social. However, this additional information actually moves experience inward, so individuals can learn more about themselves. Added experiences are actually being peeled to reveal what is underneath. With an open hypertext like "Reading the Map," the experience is similar--though not exact--for each reader/writer, or used in the composition classroom, for each student. Further, a hypertext can tear away common and individual cultural influences to help in the reader/writer's search for an organic whole. In "Reading the Map," layers of meaning are torn away through a metacritical approach aimed at finding what is underneath a poem, for example. Every time a writer adds to the text in trying to explain its meaning, it increases the possibility of the text's ultimate reconstruction individually and culturally. The reader/writer should be able to change or modify any part of the hypertext, whether the words are personal or Shakespeare's--an idea that is a problem to many scholars. On one level, "Reading the Map" is personal history.

PUB DATE- Nov 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Information; *Debate; Educational Trends; Higher Education; Information Dissemination; *Information Sources; *Internet; *Online Searching; Persuasive Discourse; Research Tools
IDENTIFIERS- Debate Tournaments; *Educational Issues

Although technology has created endless benefits for society, these benefits are accompanied by increased responsibilities and dangers. On-line research and the internet have completely altered the surface of forensics. Advantages of using the internet are the access to a wealth of information, which could constitute an equalizer for smaller educational institutions seeking to compete with larger ones, and the expediency of the information gathering. The computerized nature of the research also saves time for students by offering immediate access to information and printing copies. One concern is that many institutions have still not gained access to computers, much less become linked to the world wide web. Some of those institutions who do have access are unable to do so without charging the students for their usage. Other concerns are that use of computerized research could decrease the educational value of debate through a decrease in analysis and that some sources of information on the internet are unqualified and constantly changing. The majority of the communication which occurs on the internet is unofficial. For those who would like to limit the use of the internet as much as possible, it is highly unlikely that any real alteration in procedures will happen. (CR)

ED 405 622 CS 509 467

Chaffee, Steven H.; And Others
Political Socialization via a Newspaper-in-Schools Program in Argentina: Effects of Variations in Teaching Methods.
PUB DATE- Mar 97
NOTE- 10p.; Final Report to the Spencer Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; Foreign Countries; Grade 5; Grade 6; Intermediate Grades; Learning Strategies; Mass Media Use; Media Research; *Newspapers; Political Attitudes; Political Issues; *Political Socialization; *Student Development; Student Surveys; Teaching Methods
IDENTIFIERS- *Argentina; Communication Behavior; *Newspaper in Education Program; Teacher Surveys

A study examined the effects on political socialization of students in grades 5-6, based on teachers' use of local newspapers in classrooms throughout Argentina (except in Buenos Aires) during the 1995 school year. The newspaper program was sponsored by the Association of Dailies of the Interior Region of Argentina. Data were collected by self-administered questionnaires filled out by students, to measure educational outcomes, and by teachers, regarding teaching methods, throughout the country. To provide a control group, each cooperating teacher chose a second teacher in the same grade are heard in a masculinized culture; and (3) women superintendents should disregard the myth that they must "act like a man" while in a male role. The unchanged strategies are: (1) women superintendents need to focus on their primary purpose, which is the care of children and strict attention to their academic achievement; (2) remove or let go of anything that blocks their success; (3) remain fearless, courageous risk takers who have a plan of retreat when faced with the impossible; and (4) share power and credit with others. (Contains 27 references.) (LMI)

ED 405 640 EA 028 115

Chan, Tak Cheung; Morgan, P. Lena
Physical Environment and Student Safety in South Georgia Schools.
PUB DATE- Nov 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Georgia Educational Research Association (Atlanta, GA, October 31-November 1, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Accident Prevention; *Educational Facilities; *Educational Facilities Design; *Educational Facilities Improvement; Educational Facilities Planning; Elementary Secondary Education; *Physical Environment; Public Schools; *School Buildings; *School Safety
IDENTIFIERS- *Georgia

The preservation of school safety should be a primary commitment of all educators. This paper presents findings of a study that examined school facility safety in 27 Georgia schools. Data were gathered from a survey of 9 elementary, 11 middle, and 7 high schools in south Georgia. The surveys elicited information related to both school-site safety and school-building safety. Respondents assessed the condition of their school buildings with a school-building evaluation instrument. The data show a significant relationship at the .05 level between school safety and school-building age for the middle schools. The relationship between the school-building safety score and school-building age was found to be statistically significant for middle and elementary schools at the .10 level. The general rating for school-facility safety was above average, except in areas such as corridors, parking lots, and playgrounds. Four tables are included. (Contains 8 references.) (LMI)

ED 405 641 EA 028 231

Royal, Mark A.; Rossi, Robert J.
Schools as Communities. ERIC Digest, Number 111.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Collegiality; *Educational Environment; Educational Improvement; Elementary Secondary Education; *Interprofessional Relationship; *Organizational Climate; Public Schools; *School Culture; *School Organization
IDENTIFIERS- ERIC Digests

A good deal of evidence now suggests that a strong sense of steering committee comprised of teachers, administrators, students, and community arts leaders; selecting students to participate; developing Individualized Arts Education Plans; and selecting staff (including local artists with disabilities). Several administrative forms are provided, and lesson plans for 50 arts activities are then outlined. Activities are designed to provide students with opportunities to set a goal and plan to accomplish it, to make choices, to work independently, to initiate, and to self-evaluate. Lesson plans usually include an activity overview, a self-determination focus, an indication of time and materials needed, a procedures overview, warm up, student planning, the activity, student review, and partnership group activities. Activities are provided in the areas of creative drama, visual arts, dance/movements, crative writing, photography, and music. Appendices provide specific tips for teachers helping young people develop self-determination skills and basic information on the disabilities defined in the Individuals with Disabilities Education Act. (DB)

ED 405 660 EC 302 944

Abraham, Marie, Ed.; Wald, Penny, Ed.
Inclusion Forum, 1993.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 93
NOTE- 9p.; A product of the Community Integration Project. For the 1994 volume, see EC 303 368.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Problems; *Classroom Environment; Community Programs; *Day Care Centers; Demonstration Programs; *Disabilities; Early Intervention; Educational Practices; *Inclusive Schools; Inservice Education; Mainstreaming; Nonprofessional Personnel; Outreach Programs; Paraprofessional Personnel; Play; *Preschool Education; Prevention; *Social Integration; Technical Assistance; Young Children
IDENTIFIERS- *Developmentally Appropriate Programs; Family Day Care Providers

These two newsletters focus on two issues concerning full inclusion for young children with disabilities: the debate over developmentally appropriate practice (DAP) in inclusive preschool classrooms, and optimal classroom environments for inclusive early childhood settings. The first newsletter includes: a review of three articles addressing DAP; a description of First CHANCE (Children with Handicaps Assisted and Nurtured in Childcare Environments), which is a federally funded model inservice project to support child care providers and educators implementing inclusive practices; a description of a technical assistance project on preventing severe challenging behavior in preschool children; and a summary of principles advocated by the Community Integration Project. The second issue includes: practical suggestions from the literature for maximizing children's engagement in play and social interaction; a description of the Family Child Care Integration Project (which trains family home care providers to include children with special needs); a description of Project Coach Outreach (which provides training in coaching and consultation skills to increase inclusive, community-based services for preschoolers with disabilities in Mississippi); and suggestions from the Education Home Model Outreach Project.

requires states to continue to provide appropriate educational services to those students. The coverage of individuals with alcohol and drug addictions under Section 504 and the Americans with Disabilities Act is also explained. (CR)

ED 405 678 EC 305 378

Morris, Lynda
Parents of Gifted Children: Are We Aware of Their Needs?
PUB DATE- Apr 96
NOTE- 4p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; Intermediate Grades; Parent Associations; *Parent Attitudes; *Parent Participation; Parent Role; *Parent School Relationship; *Special Programs

In a survey of 247 parents of gifted students in a pull-out program designed for academically gifted students in grades four through six in Midland, Texas, parents were asked how they participated in the program and how they viewed the importance of being involved in various aspects of their child's special education. Among the results, the survey found that almost half of the parents were meeting and exchanging ideas with parents of other gifted children, while the other half were not; that a third of parents reported that they were not meeting with other parents but considered it important; and that one out of every seven parents was not experiencing what they preferred in terms of communication between themselves and the school. (CR)

ED 405 679 EC 305 379

Gold, Svea J.
Attention Deficit Syndrome: Educational Bugaboo of the 90s.
PUB DATE- 97
NOTE- 10p.; In: Gold, Svea J., If Kids Just Came with Instruction Sheets: Creating a World without Child Abuse, Oregon, Fern Ridge Press, 1997. Chapter 10 and part of appendix.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attention Deficit Disorders; Attention Span; Children; Clinical Diagnosis; Disability Identification; *Etiology; *Hyperactivity; Incidence; *Multisensory Learning; *Perceptual Motor Learning; Sensory Integration; *Sensory Training; Symptoms (Individual Disorders)

The increase in the diagnosis of attention deficit disorder (ADD) and the characteristics and treatment of ADD using sensory motor exercises are discussed. Reasons for the disability are explored, including neurological differences and difficulties in interpreting sensory input. Problems with focusing and hearing as well as hypersensitivity to light and sound are reviewed. Research indicating nutritional deficits in children with ADD is also described. Finally, the lower blood flow in the cortex of children with ADD is discussed. The report then highlights the effectiveness of a sensory motor program that used creeping for treating children with ADD. A list is attached of sensory motor exercises that have helped children labeled with ADD and can be conducted by parents or licensed therapists. Exercises include turning the child in a chair, log rolls on the floor, twirling, trampoline jumping, jogging, individual differences in previous learning; (10) evaluation; (11) appreciating cultural and individual differences; (12) child study processes; and (13) parent-teacher collaboration. A sample profile chart provides a summary display of the evaluation of a given program. (DB)

ED 405 697 EC 305 409

Swartz, Robert J.; Perkins, D. N.
Teaching Thinking: Issues and Approaches. Revised Edition. The Practitioners' Guide to Teaching Thinking Series.
PUB DATE- 90
NOTE- 283p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Abstract Reasoning; Classroom Techniques; Cognitive Development; Creative Thinking; Critical Thinking; Curriculum Development; Elementary Secondary Education; Instructional Design; Integrated Curriculum; Logical Thinking; Problem Solving; Productive Thinking; *Skill Development; Teaching Methods; Testing; *Thinking Skills

This teaching guide provides an integrated framework for teaching thinking skills which involves both teaching thinking in a separate program or course and infusing the teaching of thinking into standard subject area instruction across the curriculum. Individual chapters deal with the following topics: (1) the nature of thinking skills and evidence that people can learn to think better; (2) the improvement of thinking; (3) kinds of thinking (broad categories, specialized kinds of thinking, metacognition, and some thinking frameworks); (4) the infusion of teaching thinking into regular subject-area instruction; (5) choosing and using separate instructional programs designed to teach thinking; (6) program development and selection of thinking skill goals; (7) lesson design and instructional strategies (structured thinking, teaching for transfer, and metacognition); (8) support systems for teachers and schools in the teaching of thinking; (9) approaches to evaluation; and (10) types of tests (objective and interpretive). (Individual chapters contain references.) (DB)

ED 405 698 EC 305 410

Bruns, Deborah A.
Alex in the Middle: Inclusion of a Child with Severe Disabilities and Complex Health Needs.
PUB DATE- 96
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Decision Making; Educational Diagnosis; Failure to Thrive; *Inclusive Schools; Legal Responsibility; Mainstreaming; Mental Retardation; Multiple Disabilities; Primary Education; Residential Programs; School Districts; *Severe Disabilities; *Special Classes; *Special Health Problems; Special Schools; *Student Placement; Young Children
IDENTIFIERS- Illinois; *Marshall Smith Syndrome; *Medically Fragile

This case study describes the 2-year process of moving a young

*Regular and Special Education Relationship; Role Perception; *Special Education Teachers; *Teacher Role

This paper includes a qualitative study of the role of "inclusion specialists" in schools, a review of the history of special education, accounts of interviews with 17 special and 7 regular educators, accounts of day-long observations of four specialists, and the author's reflections. The literature review focuses on the relationship of regular and special education, including the emergence of special education, recent legislation, steps to a merged system of education (from mainstreaming to systemic inclusion), principles of systemic inclusion, and the developing role of the inclusion facilitator or specialist. Findings are reported through vignettes of three composite categories of inclusion specialists: "teacher with an empty classroom," "teacher without a classroom," and "teacher of teachers." Job descriptions and qualifications for inclusion specialists and their specific roles and responsibilities are also analyzed. Interviews with regular educators indicated they saw the specialist as either a "support" to their own efforts or as the "expert." Reflections by the author note that inclusion as practiced is almost entirely focused on students with disabilities and is characterized by the relocation of special education personnel and practice into general education classrooms. Appended are the two interview protocols. (Contains 27 references.) (DB)

ED 405 718 EC 305 442

Ferguson, Dianne L.; And Others
From "Special" Educators to Educators: The Case for Mixed Ability Groups of Teachers in Restructured Schools.
PUB DATE- 96
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Disabilities; Educational Change; Educational Trends; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Regular and Special Education Relationship; School Restructuring; *Special Education Teachers; Teacher Collaboration; *Teacher Role; *Team Teaching

This analysis of the changing role of the special educator to that of the inclusion specialist reviews the logic of these changes, presents results of research on the role of the inclusion specialist, analyzes the limitations of these changing roles, and presents an alternative view of professional roles in which teachers share the teaching of a mixed-ability group. The paper begins by reviewing the changing role of the special educator and contrasting it to the new role of the inclusion specialist in theory and in practice. Results of interviews with 19 inclusion specialists are summarized in a description of three roles: "the teacher with an empty classroom," "the teacher without a classroom," and "the teacher of teachers." Limitations of the specialist role are identified, including logistical problems, the personal loss of less contact with children, and the negative effects of the "expert" role. The proposed mixed-ability teaching group involves shifting from a reliance on individual practice to a reliance on group practice, from a focus on teaching to a focus on learning, and from special educators' efforts to "reform" general education to more fundamental collective efforts to restructure education. (Contains 79 references.) (DB)

PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; Grade 4; Grade 5; Grade 6; Intermediate Grades; Language Attitudes; Language of Instruction; *Parent Influence; *Portuguese; *Reading Attitudes; Reading Habits; *Reading Material Selection; Role Models; Student Attitudes; Student Characteristics; *Student Interests; *Teacher Influence

A study investigated attitudes and preferences concerning reading among fourth-, fifth-, and sixth-grade students in Portuguese-language schools in the United States. Extrinsic factors influencing students (parents, teachers) were also analyzed. The research took place in 10 schools in 5 states. Data were obtained using questionnaires (students) and interviews (parents, teachers, school administrators, members of the Portuguese consulate, coordinators of Portuguese language teaching in the United States and Canada). Results show that the students have a relatively positive attitude toward written texts in Portuguese; 80 percent read the material when it meets their needs and interests. The range of preferences varied according to the student's age, teacher's exceptional work, and student access to reading material. It also found that parents play an important role in developing children's positive attitudes toward the Portuguese community and in keeping the Portuguese language alive at home through oral communication. Parents and teachers were found to be poor reading models because they did not appreciate this activity on a personal or professional level. Reading materials sent by the Portuguese education department did not fulfill either teachers' or students' needs. Suggestions for supporting reading activities in home and school are offered. Survey instruments are included. Contains 143 references. (Author/MSE)

ED 405 738 FL 024 477

Hunt, Alan
Constraints on Inferring Word Meaning from Context.
PUB DATE- Feb 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; *Context Clues; Foreign Countries; *Language Processing; Learning Processes; Second Language Learning; *Second Languages; *Semantics; Translation; *Vocabulary Development

In a discussion of second language vocabulary teaching and learning, the premise is that vocabulary development from context should not be used as a teaching strategy exclusive of other methods, such as direct teaching through word pair translation; rather, these approaches should be seen as complementing each other. Several arguments in favor of inferring word meaning from context are examined, and research comparing this technique to word-pair translation is reviewed. Ways in which vocabulary size and problems with comprehension and retention limit the effectiveness of word meaning inference are discussed, and a procedure for making this technique more effective is outlined. The technique includes these steps: (1) determining the part of speech; (2) examining, and if needed, simplifying the context surrounding the unknown word; (3) analyzing the clauses and sentences before and after the sentence containing the unknown word, to determine relationships between them; (4) guessing the unknown word; and

Programs; Foreign Countries; Higher Education; *International Educational Exchange; *International Programs; Program Content; Program Descriptions; Student Costs; *Student Exchange Programs; *Study Abroad; Universities
IDENTIFIERS- Institute of International Education NY; Program Characteristics

This guide provides descriptions of 2,438 study-abroad programs that take place during the academic year (usually September through June), and that are at least one academic quarter in length (usually 8 to 10 weeks). An introductory section provides information on the Institute of International Education (IIE), IIE publications, the use of the guide, planning study abroad, additional resources, and how to read study-abroad literature. The bulk of the guide consists of individual program descriptions, arranged geographically by region and country. Each listing provides information on program sponsor and name, site, dates, subjects offered, eligibility requirements, academic credit offered, costs, housing, application deadline, other information, and contact point. Approximately 75 percent of the programs listed are sponsored by U.S. accredited colleges and universities. An appendix contains statistics on study abroad. Programs are indexed by sponsoring institution, consortia, fields of study, special options, and cost ranges. (MDM)

ED 405 758 HE 029 996

Lewis, Laurie; Farris, Elizabeth
Campus Crime and Security at Postsecondary Education Institutions. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 97
NOTE- 105p.; Survey conducted using the Postsecondary Education Quick Information System (PEQUIS).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; *Crime; *Crime Prevention; Higher Education; Incidence; National Surveys; Postsecondary Education; Proprietary Schools; School Safety; *School Security; Security Personnel; Statistics; Universities
IDENTIFIERS- *Student Right to Know and Campus Security Act

This study examined campus crime and security at postsecondary institutions in the United States. It is based on an April 1996 survey of 1,303 less-than-2-year, 2-year, and 4-year postsecondary institutions in the Postsecondary Education Quick Information System panel that participate in Title IV financial aid programs. A total of 1,218 institutions responded to the survey. During each of the 3 years covered by the survey (1992, 1993, and 1994), institutions reported about 10,000 violent crimes and almost 40,000 property crimes. For 1994, less that 0.5 percent of institutions reported a murder on campus, 12 percent reported robbery, and 18 percent reported aggravated assault. On-campus arrests for liquor law violations, drug abuse violations, and weapons possessions were reported by about 10 percent of the institutions in each of the 3 years. The Campus Security Act of 1990 requires postsecondary institutions to publish and distribute an annual security report, and nearly 87 percent compiled such a report. Various other crime and campus security statistics are included. Three appendixes provide Federal Bureau of Investigation uniform

1987 through 1996; (3) vocational education enrollments and expenditures; (4) tuition and fees 1996-97; (5) student financial aid 1986-96; (6) revenues, expenditures, and current funds balances, as well as revenue trends from 1978-79 through 1997-98; (7) USHE and institutional budget history; (8) results of the 1995-96 USHE cost study; (9) staffing data for 1989-90 through 1996-97; (10) salaries and compensation 1986-87 through 1995-96; (11) comparative trends among Utah institutions and with institutions in other states; and (12) library staffing, expenditures, collections, and services. (JLS)

ED 405 778   HE 030 029

Unified Budget Recommendation, 1997-98.
PUB DATE- Dec 96
NOTE- 97p.; For 1995-96 edition, see ED 380 033.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Budgets; Educational Finance; Educational Trends; Enrollment Trends; *Financial Support; Higher Education; Public Colleges; Public Support; Resource Allocation; School Funds; State Aid; State Government; State Standards; Trend Analysis
IDENTIFIERS- *Alabama

This report presents recommendations for a Unified Higher Education Budget for Alabama for fiscal year 1997-98. The Alabama Commission on Higher Education presents two sets of funding recommendations for all higher education for fiscal year 1997-98. The first is a statement of the Commission's estimate of basic financial requirements to provide regionally competitive education for the residents of Alabama. The second, identified as the 1997-98 Recommendation, is predicated on provision of an additional 6.8 percent increase from the Education Trust Fund, providing a funding level of $966,959,069. This would provide relief to institutions from the 7.5 percent reduction of 1995-96 and level funding of 1996-97. Detailed tables present the recommended amounts for each institution of higher education, the 1995-96 and 1996-97 appropriations, and regional standards and recommendations for 1997-98. Subsequent sections of the report describe: (1) funding formulas used in arriving at recommended levels of funding, (2) basic data elements and the derived statistics which are inputs to the formulas used in determining regional standards, (3) historic time-series of student headcount and full-time equivalents for public two-year institutions of higher education, and (4) critical capital funding needs. (JLS)

ED 405 779   HE 030 030

Buchanan, E. T. Joe
College and University Student Judicial Cases, Incidents, Materials: 1996.
PUB DATE- Feb 97
NOTE- 52p.; Paper presented at the Annual National Conference on Law and Higher Education (18th, Clearwater Beach, FL, February 13-16, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reference Materials - Bibliographies (131)
DESCRIPTORS- Civil Liberties; Civil Rights; *College Students; *Court Litigation; *Criminal Law; Due Process; Educational Malpractice; Educational Responsibility; Higher Education;

PUB DATE- 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Computer Literacy; Definitions; Glossaries; Information Technology; Instructional Materials; Instructional Program Divisions; Learning Activities; Lesson Plans; Primary Education; Public Schools; Skills; State Curriculum Guides; Vocabulary
IDENTIFIERS- Computer Use; *North Carolina

This document contains computer skills curriculum for the public schools of North Carolina; these lesson plans are designed specifically for grades K-3. Activities focus on students learning computer terminology as well as the correct use and care of computer technology. Included for each grade are descriptions of learning activities, with lists of materials needed and definitions of the vocabulary used in the lessons. Three glossaries of terms are included: (1) a complete list of vocabulary; (2) a listing according to ethical issues, terms/operations/care, and various technologies; and (3) a list of separate glossaries by grade level. (AEF)

ED 405 799 IR 017 830

North Carolina Computer Skills Curriculum Lesson Plans, K-8: Societal Impact.
PUB DATE- 95
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communication Skills; *Computer Literacy; Definitions; Educational Objectives; Elementary Education; Information Skills; Information Technology; Instructional Materials; Instructional Program Divisions; Kindergarten; Learning Activities; Lesson Plans; Public Schools; *Social Change; Social Studies; State Curriculum Guides; Worksheets
IDENTIFIERS- Computer Use; *North Carolina

This document contains computer skills curriculum for the public schools of North Carolina; these lesson plans are designed specifically for grades K-8 and focus on the societal impact of technology. The lesson plans for each grade include a list of materials needed, lesson time, teacher preparation activities, outline of activities, and instructional measure. In addition, a list of objectives addressed by the lesson outline social studies, communication, information, and computer skills. Worksheets and other support materials are also included. (AEF)

ED 405 800 IR 017 831

North Carolina Computer Skills Curriculum Lesson Plans, K-4: Keyboarding.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communication Skills; *Computer Literacy; Definitions; Educational Objectives; Elementary

Successfully in Low-Level Mathematics Courses.
PUB DATE- 96
NOTE- 11p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; Comparative Analysis; *Computer Assisted Instruction; *Computer Centers; Computer Managed Instruction; Courseware; Higher Education; Instructional Effectiveness; *Integrated Learning Systems; *Learner Controlled Instruction; Learning Laboratories; Programmed Instructional Materials; *Remedial Mathematics
IDENTIFIERS- *Worcester State College MA

In response to a decision at Worcester State College (Massachusetts) that remedial mathematics and other mathematics courses should be taught in a non-lecture format--learning by doing rather than by watching--a math computer lab was created. Three courses each have a 1-hour lecture per week, with students responsible for all additional learning and practice in the computer lab using publisher supplied tutorial and testing software. Students can make unlimited use of student lab aids/tutors free of charge. The lab also provides resources and tutoring for the rest of the college. Advantages to the lab based approach include: students learn independently; course consistency; self-pacing; cheating is minimized; and less "boring" lectures. Disadvantages include: more students "apparently go by the way-side"; multiple choice testing only; some students resist; one to two fewer full-time faculty are employed; and test score results are instant (not good for students who score very low). Any system works poorly if many students do not care to learn or work hard, have weak backgrounds, and work very long hours at jobs while attending school. With further refinements, and as new students each year have less anxiety about computers, the lab approach will only get better. Includes course syllabi and a chart comparing the effectiveness of traditional versus lab based class formats. (SWC)

ED 405 819   IR 018 259

Halpin, Pat; Kossegi, Joanne D.
The WWW, Preservice Teachers and Their Mathematics Courses.
PUB DATE- 96
NOTE- 7p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Uses in Education; Higher Education; Instructional Effectiveness; Integrated Activities; *Mathematics Instruction; Mathematics Materials; Online Searching; *Preservice Teacher Education; Problem Solving; Secondary Education; Student Role; Student Surveys; Teacher Role; Technological Advancement; *World Wide Web
IDENTIFIERS- *State University of New York Coll at Oswego; *Technology Integration

The use of modern technologies has become common in mathematics also with the type of effort necessary for life-long learning. (Contains 10 references.) (AEF)

ED 405 836 IR 018 276

Wagner, Robin; Breighner, Kim
Faculty as Partners: A Four Tiered Training Approach to the Web.
PUB DATE- 96
NOTE- 6p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Faculty Development; Higher Education; Information Services; *Information Skills; *Information Technology; Librarians; *Partnerships in Education; Resource Staff; Student Role; *Teamwork; Training; Workshops
IDENTIFIERS- *Gettysburg College PA; Question Answering; *Technology Utilization

The Training Team of the Information Resources unit at Gettysburg College (Pennsylvania) is not only responsible for answering faculty members' technology questions, but also charged with instructing the entire community in the basics of using a wide variety of applications. The Training Team is a combination of software specialists and bibliographic instruction librarians. With the idea of forming stronger faculty partnerships, a menu of training possibilities was put together, with four different options for delivery time and timespan. The goal in all cases is to improve the technology skills of the faculty so that they become secure in requiring/teaching basic information technology skills. The other agenda is to forge partnerships with student trainers. Student case workers have been key in the continued success of the operation. The syllabus for a sample 2-day training workshop on Netscape is included. (AEF)

ED 405 837 IR 018 277

Weaver, Brad
Supporting Student PCs on the Campus Network.
PUB DATE- 96
NOTE- 9p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; College Students; *Computer Networks; *Educational Technology; Higher Education; *Information Systems; Internet; Microcomputers; User Needs (Information)
IDENTIFIERS- Academic Computing; Connectivity; *Student Support Services; *Wabash College IN

The campus data network, WABnet, at Wabash College (Crawfordsville, Indiana) provides students with access to the campus Novell servers, the library catalog, and the Internet. The College attempted to minimize the support load for the Intel-based PCs (personal computers) by developing a self-install procedure for student PC connections. The program was educational networking testbed of CoVis (Learning Through Collaborative Visualization) at Northwestern University (Evanston, Illinois) provided an ideal setting for exploring ways that students use CMC technologies. There are four particular CMC tools available to students in the CoVis project: electronic mail (e-mail), Usenet news, circuit-switched desktop videoconferencing, and a network-based collaborative, multimedia notebook. Subjects of this study were 280 students (from all 4 grade levels) from 2 suburban Chicago high schools. Surveys were administrated to students to gather data on student experience with computers and CMC tools, and student beliefs and attitudes towards both CMC tools and school. The factors that explain differences in CMC tool use fall into two basic categories: those that can be compensated for in the short term with proper intervention and design, and those that cannot be directly compensated for, but are still useful for understanding how different students might react to the introduction of CMC tools. The factors that fall into the first category are experience with computers, social influence with respect to CMC tools, and communication apprehension. Factors in the second category include students' academic self-concept, parental education, and gender. The combination of these factors explains why some students used CMC tools more than others. (Contains 62 references.) (AEF)

ED 405 855 IR 018 304

Fishman, Barry; And Others
Collaboration, Communication, and Computers: What Do We Think We Know about Networks and Learning?
PUB DATE- 27 Mar 97
NOTE- 20p.; Papers presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Networks; *Computer Uses in Education; Conference Papers; Educational Development; Educational Technology; Elementary Secondary Education; Futures (of Society); *Learning; Partnerships in Education
IDENTIFIERS- *Networking; Technology Integration

There are many significant issues that need to be addressed for the future of computer-mediated communication (CMC) in education. These include: the primary benefits of CMC technology in the past; the activity structures which are supported by computer-based collaboration; technological, social, institutional and cognitive barriers which prevent CMC technologies from working; theoretical perspectives that help explain how CMC might facilitate learning; and how to address equity issues in networking. These papers, a session overview and position statements, are from a symposium which examined these issues in light of previous approaches to collaborating or communicating via computers in education. In addition to the title paper, the following position papers address the topic of CMC in education: "Networked Learning: What Have We Learned and What Does it Mean?" (Linda Harasim); "Scaffolding Communication for Learning Through Structured Media" (Christopher Hoadley); "Better Computer-Mediated Collaboration through Improved Social Contexts and Partnerships" (Sherry Hsi); "Education and Society in the 21st Century: Networks, Diversity and Mediation" (Jim Levin); and "Networked Communities Focused on Knowledge

PUB DATE- 95
NOTE- 14p.; Paper presented at the Northumbria International Conference on Performance Measurement in Libraries and Information Services (1st, Northumberland, England, August 30-September 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; Computer Networks; Computer Software; Cost Effectiveness; Evaluation Methods; Foreign Countries; Futures (of Society); Innovation; Library Administration; *Library Automation; Library Planning; Library Services; *Measurement Techniques; Performance; *Public Libraries; *Technological Advancement; Users (Information)
IDENTIFIERS- De Montfort University (England); England (Essex); European Communities Commission; Loughborough University of Technology (England); Partnerships in Library Services; *Performance Indicators

This study shows how performance measurement can be developed to take advantage of the most advanced computer software and hardware now available. The "Toolbox" study was commissioned by the European Commission (EC) and undertaken by De Montfort University in partnership with Essex County Libraries and the Library and Information Statistics Unit at Loughborough University (England). Performance measurement systems to benefit library management should include mechanisms for: monitoring performance, monitoring the results of innovation, identifying problems and opportunities, evaluating alternative options, and planning. In most advanced countries libraries have a fully computerized catalog, an integrated computer system, open access, and devolved budgets. Part 1 is an introduction. Part 2 considers shortcomings in current performance indicators and proposes a general strategy to make the best use of present computer power. Particular attention is focused on calculating cost data. Part 3 outlines proposals to initiate and improve particular performance measures. Performance measures are described for analysis of staff time, speed in acquiring items and satisfying requests, user analysis, numbers of active users, use of information or reference services, space provision, stock quality analyzed by age and title counts, interlibrary loans and acquisitions, and service points and opening hours. Part 4 considers the applicability of these techniques to libraries of different type and size, particularly academic and public libraries. Figures show cost benefit data, request statistics, and weighted average calculations for bookstock. (SWC)

ED 405 873 IR 056 302

Queiroz, Gilda; Bruno, Natanael
Building a Climate of Continuous Improvement.
PUB DATE- 95
NOTE- 7p.; Paper presented at the Northumbria International Conference on Performance Measurement in Libraries and Information Services (1st, Northumberland, England, August 30-September 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Information Management; *Information Services; Measurement Techniques; Organizational

Development; Library Funding; Library Networks; *Library Personnel; *Library Services; *Library Statistics; Mission Statements; Outreach Programs; Publications; State Libraries; Volunteers

IDENTIFIERS- Consultant Role; Grant Recipients; Library History; *South Carolina State Library

This report summarizes the activities of the South Carolina State Library for 1995-1996. Sections include: (1) library governance and mission statement; (2) brief library history; (3) details about the organization and operations of the library, including a description of each of six departments with a list of employees and their duties, an organizational chart, highlights of the year, a financial statement, and chart illustrating total expenditures; (4) data on library services to state government, interlibrary loans, state documents depository, service to the blind and physically handicapped, and state library loan statistics; (5) a statistical summary of library materials and a description of special collections; (6) library development, including consultant services and grant administration; (7) an update on the South Carolina Library Network; (8) public information service activities; (9) data on volunteer program participation; and (10) a list of recent state library publications. Appendix 1 contains directories with the addresses and contact information for public library board chairmen, public libraries, college and university libraries, and state institutional libraries. Appendix 2 contains library statistics which compare public library data from 1995-96 with previous years. Data covers, among other things, personnel, circulation, income, acquisitions, registered users, interlibrary loans, and operating expenses. (SWC)

ED 405 891 IR 056 337

Lance, Keith Curry; Cox, Marti A.

Statistics & Input-Output Measures for School Library Media Centers in Colorado, 1996.

PUB DATE- Oct 96

NOTE- 491p.; For the 1995 measures, see ED 386 180.

LANGUAGE- English

EDRS Price- MF02/PC20 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Access to Information; Educational Media; Elementary Secondary Education; *Learning Resources Centers; Library Research; Library Services; *Library Statistics; Online Systems; *School Libraries; Statistical Data; Tables (Data)

IDENTIFIERS- Benchmark Tests; *Colorado

This compilation of statistics on Colorado's school media centers (LMCs) consists of three major components: (1) a 220-page tabulation of data arranged by school level and student enrollment level; (2) tables reporting statewide totals for school library statistics; and (3) tables with benchmark ratios for school library media center resources and services, for comparison with other LMCs, either individually or grouped by school level or enrollment range. Statistical report sections are: School and Respondent Identification; Access to the LMC; Library Media Staff (typical week); Electronic Access to Information; Services per Typical Week (weekly ratios) and Instructional Role of Library Media Staff; Library Media Collection and Collection Ratios; Annual Expenditures for LMC; and Standards Based Education. (SWC)

ED 405 892 IR 056 338

sample mid-program evaluation instrument developed for the KCC program is presented, including questions on courses taken; instructional quality; satisfaction with housing, classrooms, and transportation; and students' best and worst experiences. Finally, sample responses are presented from a fall 1996 mid-program evaluation. (HAA)

ED 405 910 JC 970 180

Putting Students First: MnSCU's Plan for Minnesota, 1997-2000.
PUB DATE- Dec 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; Economic Research; Educational Finance; Higher Education; *Institutional Advancement; *Institutional Mission; Mission Statements; *Organizational Objectives; Statewide Planning; *Strategic Planning; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Minnesota State Colleges and Universities

Focusing on the role of Minnesota's State Colleges and Universities (MnSCU) in meeting the economic and educational needs of Minnesota, this plan describes the mission and strategic goals of the system for 1997to 2000. Following introductory materials, the history of the MnSCU system is discussed, highlighting its formation in 1995 as a merger of 10 technical colleges, 8 community colleges, 11 consolidated colleges, and 7 state universities. Responsibilities to the state of Minnesota are then described and the MnSCU mission statement is presented. Next, external considerations for strategic planning are reviewed, including a demographic and economic profile of Minnesota, a profile of state educational needs, and descriptions of external threats and opportunities. Internal considerations for strategic planning are then discussed, including profiles of state finances and students as of fiscal year 1996, internal strengths and weaknesses, and threats and opportunities. Following responses from town meetings held in 1996 and the MnSCU values and visions statements, the following six strategic goals are presented: (1) provide academic accountability by measuring student achievement; (2) ease student mobility between institutions through skill-based transfer; (3) restructure career education to ensure that students receive general education as well as technical competencies; (4) make electronic education a core element of the MnSCU; (5) align programs and services with community and business needs; and (6) strengthen partnerships with K-12 institutions. Concluding remarks address methods for financing the plan. A planning timeline, the MnSCU town meeting schedule, student profile data, and a map of campus locations are appended. (HAA)

ED 405 911 JC 970 182

Trustee Quarterly, 1995.
PUB DATE- 95
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Policy; Board Administrator Relationship; Community Colleges; Educational Finance;

in two specific areas: redesigning the wage determination process under the Davis-Bacon Act and developing and enforcing regulations regarding portability of employer-provided health insurance. In response to recent legislation designed to improve federal agencies' management practices, the DOL is working to improve its management practices, mission performance, financial reporting, and information management and use of information technology. (MN)

ED 405 462   CE 073 638

Jennings, Edward T., Jr.; Whitler, Elmer T.
Adult Literacy in Kentucky. A Report on the Kentucky Adult Literacy Survey.
PUB DATE- Feb 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Comparative Analysis; *Educational Attainment; Functional Literacy; *Literacy Education; Numeracy; *Parent Student Relationship; *Reading Achievement; *Social Status; State Surveys
IDENTIFIERS- *Kentucky; National Adult Literacy Survey (NCES); United States

The Kentucky Adult Literacy Survey, which was based on the National Adult Literacy Survey (NALS), was conducted to determine the prose, document, and quantitative literacy levels of the state's adult population. Trained interviewers conducted hour-long interviews with 1,492 Kentucky citizens between the ages of 16 and 65 who had been selected through a random sample that was stratified by region to produce a statewide sample drawn from the state's five geographic regions. Respondents completed a literacy skills assessment instrument and answered questions regarding their background characteristics. Respondents' levels of prose, document, and quantitative literacy were rated from 0 to 500 (with scores of 0-225, 226-275, 276-325, 326-375, and 376-500 corresponding to levels 1-5 of literacy proficiency). The respective prose, document, and quantitative literacy proficiencies of all Kentucky adults averaged 286, 284, and 280 (versus average proficiency levels of 272, 267, and 271 measured by the NALS for the entire U.S. adult population, including senior citizens). Of those surveyed, approximately 14% had no or virtually no literacy skills. It was estimated that an additional 656,000 Kentucky adults have low literacy skill levels that are likely to impede their personal advancement. Literacy proficiencies were related to educational attainment, parental encouragement, and social background. (MN)

ED 405 463   CE 073 639

Condelli, Larry; Kutner, Mark
Developing a National Outcome Reporting System for the Adult Education Program.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- Mar 97
NOTE- 107p.; A publication of the Technical Assistance Project for State Accountability and Assessment.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Washington, DC.
PUB DATE- Oct 96
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Adult Education; *Educational Quality; Evaluation Criteria; *Evaluation Methods; Influences; Program Evaluation; *Statewide Planning; *Systems Approach
IDENTIFIERS- Arkansas; Colorado; Connecticut; Impact Studies; Iowa; Kentucky; *Quality Indicators; South Dakota

Implementation of quality indicators in the evaluation of adult education programs of 49 states, the District of Columbia, and Puerto Rico was examined. The study focused on development of measures and standards for the indicators and the impact of quality indicators on state accountability systems and program quality. Most states had completed the indicator measures and standards development process, nearly two-thirds had implemented measures of the quality indicators, and approximately half had accompanying performance standards to the measures. An additional 10 states had developed but not yet implemented the measures, and 8 states had developed but not yet implemented performance standards. All states had at least begun developing measures, and all but five states had at least begun developing performance standards. Thirteen states were using the measures/standards in program funding decisions, and 15 additional states planned to do so. State directors of adult education programs in 10 of the 23 states reporting full implementation of the measures and standards uniformly noted the strong positive impact of the measures and standards development process in their states. (An appendix constituting approximately 75% of this document contains information on the use of quality indicators in Arkansas, Colorado, Connecticut, Iowa, Kentucky, and South Dakota.) (MN)

ED 405 482 CE 073 694

Kutner, Mark; And Others
A Review of Statewide Learner Competency and Assessment Systems.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Competence; Competency Based Education; Coordination; Curriculum Development; Evaluation Criteria; *Evaluation Methods; National Surveys; Program Development; *Statewide Planning; *Student Evaluation; *Systems Approach
IDENTIFIERS- Colorado; Connecticut; Delaware; Florida; Georgia; Iowa; Kentucky; Oregon; Texas; Washington; West Virginia

Statewide learner competency and assessment systems in 11 states were examined. Information was gathered through telephone interviews and a review of materials on the learner competency and assessment systems being used/developed in each state. Special attention was paid to the states' activities regarding development of the following: systematic process for developing the competencies; curriculum package directly related to the competencies; appropriate assessment instruments; and procedures for recognizing learner achievement of competencies. Statewide systems were currently operating in the following field, professional development commissions, and a culture of lifelong learning. (SK)

ED 405 500 CE 073 736

Swortzel, Kirk A., Comp.; Talbert, B. Allen, Comp.
Planning for the Future: Research in Agricultural Education. Proceedings of the AAAE Central Region Research Conference and Seminar in Agricultural Education (51st, St. Louis, Missouri, February 27-March 1, 1997).
PUB DATE- 97
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; *Agricultural Education; Cognitive Style; Curriculum; *Distance Education; Educational Research; Elementary Secondary Education; Experiential Learning; Faculty Development; Foreign Countries; Higher Education; *Motivation; Preservice Teacher Education; Program Development; Rewards; Satisfaction; Teacher Persistence; Teaching Methods; Vocational Education; *Vocational Education Teachers; *Volunteers; Youth Clubs
IDENTIFIERS- Zimbabwe

These proceedings present 10 papers, each of which is followed by written comments/critiques. Following the conference program the papers are as follows: "Priority Topics for Faculty Development in Agricultural Distance Education" (Greg Miller, Ana Carr) reports faculty placed greater emphasis on planning and teaching behavior. "Interaction Needs of Distance Learners: Synchronous versus Asynchronous" (W. Wade Miller et al.) finds learners were satisfied and suggested instructors needed personal contact with all learners. "Michigan Citizens' Knowledge and Attitudes of Groundwater Stewardship" (Dave Krueger et al.) proposes that strategies that effectively use the Michigan Groundwater Stewardship Program's limited resources be developed. "Motivating and Recognizing Adult Volunteer 4-H Leaders" (Ken Culp, III) reports motives included their own children's involvement and their own positive experiences and 4-H member-originated recognition as the most desirable. "Appropriateness of Agriculture Education Goals and Curriculum Content Topics in Rural Zimbabwe High Schools" (Tabitha Madzura, Robert J. Birkenholz) cites positive responses from teachers and school headmasters and provides program and curriculum models. "Influences of an Elementary Agri-Science Program on Student Perceptions of and Performance in Science and Agriculture" (Cary Trexler, Murari Suvedi) reports grade 5 students' positive perceptions about science. "Reasons Preservice Teacher Education Students Major in Agricultural Education" (Kirk A. Swortzel) reports these reasons in rank order: mission of agricultural education, personal satisfaction, and goal satisfaction. "Demographic Profile of Agriculture Teacher Education Graduates and the Relationship of Their Current Occupational Status" (Kirk A. Swortzel, R. Kirby Barrick) finds teachers of agriculture enter and remain in the teaching profession for reasons associated with the mission of agricultural education. "Using Experiential Learning to Teach Evaluation Skills" (Linda Wulff-Risner, Bob R. Stewart) supports the efficacy of audiovisual techniques in teaching horse judging skills. "The Interaction Effect of Teaching Approach and Learning Style on Student Achievement and Satisfaction in a Senior Level Animal Science Course" (Greg Miller, Mark Honeyman) reports a significant interaction between laboratory section and teaching approach for

ED 405 518 CG 024 980

Kuh, George D., Ed.; Schuh, John H., Ed.
The Role & Contribution of Student Affairs in Involving Colleges.
PUB DATE- 91
NOTE- 244p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- *College Students; *Higher Education; *Institutional Mission; Student Participation; *Student Personnel Services

This book describes how student affairs organizations, programs, services, and personnel assist an institution in attaining its educational purposes by promoting student involvement in out-of-class learning opportunities. "Student Involvement: The Key to Promoting Student Learning and Growth" (John Schuh) discusses the challenges facing higher education institutions and highlights the role of student affairs. "Characteristics of Involving Colleges" (George Kuh) summarizes the five clusters of factors and conditions common to involving colleges. Seven chapters present case analyses of seven involving colleges: (1) "Making a Large University Feel Small: The Iowa State University Story" (John Schuh, with commentary by Arthur Sandeen); (2) "Caretakers of the Collegiate Culture: Student Affairs at Stanford University" (George Kuh, with commentary by William Gurowitz); (3) "Emergence of a Metroversity: The University of Louisville Case" (Carney Strange, with commentary by Carmen Witt); (4) "Where Achievement is the Rule: The Case of Xavier University of Louisiana" (Rosalind Andreas, with commentary by Rodger Summers); (5) "A Community of Women Empowering Women: Mount Holyoke College" (Elizabeth Whitt, with commentary by Daryl Smith); (6) "Checking of the Truth: The Case of Earlham College" (Lee Krehbiel and Carney Strange, with commentary by Frances Lucas-Tauchar); and (7) "An Eclipse of the Usual: The Evergreen State College" (James Lyons, with commentary by David Dodson). The final chapter, "Conclusions and Recommendations" (George Kuh and John Schuh), draws conclusions about student affairs organizations and personnel at involving colleges. (NB)

ED 405 519 CG 025 265

Elders as Resources. Schools in an Aging Society.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aging (Individuals); Elementary School Students; *Futures (of Society); *Intergenerational Programs; *Mentors; *Older Adults; *Role Models; Secondary School Students

This document presents the second in a series of six interrelated guides, the Schools in an Aging Society series, designed to promote education for, with, and about older adults. This guide develops a rationale for intergenerational programs that address the educational and social needs of younger and older persons. It contends that older adults can offer their expertise and experiences to enrich educational programs, as relationships. Effective communication is the core of the helping process and this volume can be used by groups and individuals, in both formal and informal human relations training. The emphasis is on active, solution-oriented strategies in a multicultural, ecological framework. This book is intended for undergraduate and graduate students in professional disciplines, as well as human service trainers, instructors, supervisors, trainers, managers, and administrators at all levels. It focuses particularly on the knowledge and skills needed by various jobs such as mental health assistants, counselors, and employment service workers. The material is appropriate for beginning students entering helping professions, those people who need or want to improve their human relations effectiveness, those continuing on for professional training in counseling, and those in nonprofessional settings who find themselves in informal helping relationships. Overall, the book is intended to be a practical, applied-skills manual rather than a theoretical treatise. Separate chapters are devoted to the helping relationship, communication skills, building relationships, helping theory, communication strategies, application, crisis theory, and issues affecting helping. Three appendices present: (1) Observer's Guide to Rating Communication Skills; (2) Sample Psychotherapy Policies; and (3) Sample Client Information Sheet. Contains an index and a glossary of terms. (RJM)

ED 405 540   CG 027 587

Youth Issues, Youth Voices: A Guide for Engaging Youth and Adults in Public Dialogue and Problem-Solving.
PUB DATE- 96
NOTE- 40p.; For a related document, see CG 027 588.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activism; *Adolescents; Attitudes; *Community Involvement; Discussion (Teaching Technique); *Discussion Groups; Group Discussion; *Problem Solving; Secondary Education; Youth Problems; Youth Programs
IDENTIFIERS- *Study Circles; *Youth Participation

Most of our public problems--from crime to racial tensions to substance abuse--directly involve and affect young people. The goal of this guide is to create opportunities for young people and adults to talk candidly about youth issues, develop new ideas, and work together to implement these ideas. It fosters democratic dialogue by advocating the use of study circles in which young people themselves play key roles in organizing and leading the groups. The guide lays out basic material for a four- to seven-session discussion program and provides "how-to" information for discussion organizers, leaders, and participants. It provides participants an idea of the wide array of exciting youth work that is being done. The sessions explore such questions as what is it like to be young, how can the community be made a better place for young people, how to deal with racial tensions, violence, health, and substance abuse, and what can be done to make a difference. Materials are also included on study circles, how to organize and lead them, and ground rules for useful discussions. At the end of the guide is a resource list of organizations and publications that can aid further discussion and action. (RJM) experience, and interest in portfolio assessment, but did not agree that portfolios should replace other forms of assessment; and (6) found intrinsic indicators of motivation to be more meaningful than extrinsic indicators. (Contains 118 references. An appendix presents 23 tables of data.) (Author/RS)

ED 405 560 CS 012 748

Stein, Danna Gaynor
The Effects of Early Literacy on the Fourth Grade Reader.
PUB DATE- May 97
NOTE- 39p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Family Environment; Family Literacy; Grade 4; Intermediate Grades; Parent Attitudes; Questionnaires; *Reading Ability; *Reading Attitudes; Reading Research

Children drawn on a variety of experiences when they first become interested in literature. Cultural as well as economic backgrounds may influence their selection. Attitudes from family members may also influence these choices. A study determined the effect of exposure to literacy in the early years on reading in the "formal" school years. Subjects, 51 fourth-grade students selected from 2 separate classes in a suburban, top-level school, were asked to complete questionnaires with their parents. Results indicated: (1) no significant differences in the reading ability of students who were exposed to much early literacy experiences versus those who were not; (2) the amount of time spent on the exposure of literacy did matter; and (3) attitudes regarding the time spent in literacy activities also affected results. (Contains 37 references. An appendix presents the questionnaire.) (Author/RS)

ED 405 561 CS 012 749

Bounds, Sharon Lynn
Parent Satisfaction with Reading Recovery.
PUB DATE- 96
NOTE- 80p.; Ed. Specialist Project, University of Alabama.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Early Intervention; Inner City; *Parent Attitudes; Parent Participation; Parent Student Relationship; Primary Education; Program Effectiveness; Questionnaires; Reading Research; *Remedial Reading
IDENTIFIERS- Parent Interview; *Reading Recovery Projects

A study examined the level of satisfaction experienced by parents whose children participated in the first year of the Reading Recovery program at Hazelwood Elementary School (a large inner-city school in the southeastern United States) during the 1995-96 school year. Interviews were conducted with 19 parents (out of a total of 31 parents) and 11 parents completed questionnaires. Results indicated that parents (1) felt their children had been helped by the program; (2) reported that Reading Recovery homework was always or almost always completed at home; (3) provided their children with trade books and other reading materials; (4) for the most part, said they did not take their children to the library, although many planned to do so in the future; (5) reported they were reading more with

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Course Descriptions; Grammar; Higher Education; Language Usage; Lesson Plans; Phonics; Primary Education; *Reading Instruction; *Spelling Instruction; Study Guides; Teaching Guides; Vocabulary Development; Writing Instruction
IDENTIFIERS- *Phonograms

This 24-week Daily/Weekly Lesson Plan and Study Guide is designed to facilitate teachers' "in-the-classroom" study of Romalda Spalding's "The Writing Road to Reading," the Riggs Institute's auxiliary materials and other selected teaching aids which augment and enhance this methodology. After an introduction, the first section of the booklet presents a syllabus for a 6-semester-hour graduate and undergraduate practicum that outlines material requirements, student objectives and goals, instructional format, time frames, detailed completion requirements, 14 essay questions and an application to Southern Arkansas University. The next section of the booklet presents the 4 subdivisions of the study guide: general and instructional; chronological guide; teacher resources/reasons for use; and philosophy/pedagogy/research (assessment guide). Fold-out pages that present daily and weekly lesson plan charts and a "grammar map" are attached. (RS)

ED 405 579 CS 012 768

McCulloch, Myrna, Ed.; Madsen, Sharon, Ed.
America's "Spelling and Reading with Riggs": A Basic Spelling & Usage Dictionary.
PUB DATE- 91
NOTE- 485p.; For special use with "The Writing Road to Reading," see CS 012 765. For related materials, see CS 012 765-771.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *English; *Language Usage; Phonetics; Primary Education; Second Language Learning; *Spelling; Spelling Instruction; Vocabulary Development
IDENTIFIERS- *Phonograms

After beginning primary of English-as-a-Second-Language students learn phonetics and are advanced into spelling, reading, writing and vocabulary development, this practical spelling dictionary is suitable for general use and is edited for special use with "The Writing Road to Reading" and "America's Spelling & Reading with Riggs" curriculum materials. The dictionary presents illustrations, usage, plurals, syllabication, connected and manuscript printing and verb forms that will provide valuable assistance in developing a complete "whole language" capability. (RS)

ED 405 580 CS 012 769

America's "Spelling and Reading with Riggs": 70 "Orton" Phonogram Cards, with Handwriting Instructions.
PUB DATE- 94
NOTE- 80p.; For related materials, see CS 012 765-771.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

On another it is collective because it allows people to react and respond, to actually alter the text. It is an open hypertext. (TB)

ED 405 599 CS 215 787

Johnson, Pam; Joy, Flora
The Water Troll--Story and Lesson. Classroom Corner.
PUB DATE- 93
NOTE- 4p.; Classroom Corner is a new section for Storytelling World.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Communication Skills; Creative Expression; Elementary Education; Fairy Tales; *Group Activities; Learning Strategies; Oral Language; *Story Telling; *Student Participation; Teacher Role
IDENTIFIERS- *Retelling

This story, intended for classroom presentation, comes with suggested activities (with illustrations) for students to undertake. The story is designed to be initially presented by one storyteller/teacher (with different voices) or by 5-8 students in group tandem style. The story and the activities allow students to develop various oral language and communication skills and can be used in conjunction with curriculum in other language arts. An additional use of the story can be in retelling at a later point with the story visuals that accompany the activities. The story recounts the adventures of a family of fish that live in the underwater world. (NKA)

ED 405 600 CS 215 790

Making Connections: Literature as a Basis for Multiple Perspectives and Interdisciplinary Education. Revised Edition.
PUB DATE- 96
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Core Curriculum; Elementary Education; History Instruction; Interdisciplinary Approach; *Multicultural Education; Program Descriptions; United States History; Whole Language Approach
IDENTIFIERS- Historical Fiction

This booklet presents a description of Making Connections, a multicultural core curriculum program, and a list of recommended literature for interdisciplinary units. The first section discusses materials, using the Making Connections program, integrating relevant content areas, the stages of the research process, assessment, and making connections using the historical novel "Friedrich." The remainder of the booklet presents an approximately 250-item annotated list of recommended children's literature suitable for use in interdisciplinary units, arranged into sections on kindergarten-first grade, second grade, third grade, United States history in the upper grades, fifth grade, sixth grade, multicultural books for all ages, and reference book collections for children. (RS) level and school who was not using the newspaper. Results indicated that use of the newspaper in the classroom significantly and positively affected students' political knowledge, democratic norms, and communication behaviors. Strong effects were found on tolerance, support for democracy, the formation of political opinions, and on communication behaviors such as discussing politics with family members and reading the newspaper at home. All of the outcomes were affected more strongly among students from lower socioeconomic backgrounds, except mass media use. Findings suggest that general approaches used in teaching included discussing current affairs and societal problems in class; writing assignments on controversial public issues; and improving media education, including discussion of the role of the press in society. (Contains 22 references.) (CR)

ED 405 623 CS 509 468

Chung, Wendy V.
Challenges Confronting the Diversity Professor in Training Corporate America: A Matter of Theoretical or Practical Perspectives.
PUB DATE- Nov 96
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; *Cultural Awareness; *Cultural Differences; Higher Education; Multicultural Education; *Organizational Communication; *Professional Training; Theory Practice Relationship
IDENTIFIERS- Corporate Culture; *Diversity (Groups); *Organizational Culture; Persuasive Strategies

Diversity professionals who specialize in multiculturalism and organizational communication will embrace theories that yield a "managing diversity" approach to achieving organizational diversity. They know that the organization's culture holds the keys to the long-term success of diversity efforts. Diversity programs should be anchored on sound conceptual and theoretical frameworks. Communication professionals who teach multiculturalism in universities, conduct diversity issues research, and also conduct corporate diversity training may sometimes find themselves languishing between the theory-oriented, paradigmatic world of higher learning and the more pragmatic corporate world. They may encounter resistance from a corporation which views the systemic approach to be time consuming and costly and wants only to provide its employees training in valuing diversity. The communication professional must convince the corporate decision makers that diversity programs are unlike traditional training programs on which the organization generally embarks to teach employees organizational skills and procedures. For program developers, some theoretical understanding of the relationship between attitude and behavior can provide perspective on appropriate interventions. Of equal importance to the development of a theoretical foundation for programs is the understanding of how people receive and process persuasive messages embedded in community in schools has benefits for both staff members and students, while providing a necessary foundation for school improvement. This digest provides an overview of the literature on schools as communities. The digest identifies the elements of community schools, the effects of school community on staff members and students, the structural and organizational factors of community in schools, and the relationship of community to other improvement activities. The digest views a school community as having open communication, widespread participation, a prevalence of teamwork, and diversity that is incorporated. Development of a healthy sense of community may be necessary for the long-term success of school-improvement activities. (Contains 10 references.) (LMI)

ED 405 642 EA 028 252

Irmsher, Karen
Education Reform and Students at Risk. ERIC Digest, Number 112.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Improvement; Educational Research; Educational Resources; Elementary Secondary Education; *High Risk Students; *Organizational Climate; *Organizational Effectiveness; Program Effectiveness; Program Implementation; School Restructuring
IDENTIFIERS- ERIC Digests; *Reform Efforts

In 1991, the U.S. Congress commissioned the Department of Education's Office of Educational Research and Improvement to investigate the various aspects of education reform. This digest summarizes the findings of a resulting study that focused on the effects of school reform on students at risk. The digest identifies the components of effective programs, the elements of a caring community, the characteristics of high-reliability schools, the resources necessary for implementing and maintaining effective reforms, and the implications for policy practice. Two broad conditions are typically present in schools that successfully serve at-risk students. First, the schools function as caring, cohesive communities. Second, they operate under standards similar to high-reliability organizations (HROs). HROs usually have three features: clear and widely shared goals, similarities between management structure and resource management, and professionalism. Local, within-system financial support; involved principals; material resources, and political resources are necessary for effective reform. A conclusion is that schools acting in isolation cannot ensure that at-risk students will receive a quality education. (LMI)

ED 405 643 EA 028 264

Protecting the Privacy of Student Education Records. Revised.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 97
NOTE- 5p.; "Printed by the NCES for the National Forum on Education Statistics."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

(DB)

ED 405 661 EC 303 074

Early Identification of Hearing Impairment in Infants and Young Children: NIH Consensus Statement and Summary of the NIH Consensus.
PUB DATE- Mar 93
NOTE- 31p.; For the conference report, see EC 303 075.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audiology; *Auditory Evaluation; Auditory Tests; *Disability Identification; *Early Identification; Guidelines; *Hearing Impairments; Infants; Neonates; Opinions; *Screening Tests; *Standards; Young Children

This consensus statement on early identification of hearing impairment in infants and young children was developed by a nonadvocate, non-Federal panel of 58 experts during a 3-day meeting in 1993. The panel concluded that: (1) all infants admitted to the neonatal intensive care unit should be screened for hearing loss prior to discharge; (2) universal screening should be implemented for all infants within the first 3 months of life; (3) the preferred model for screening should begin with an evoked otoacoustic emissions test, followed by an auditory brainstem response for infants failing the first test; (4) comprehensive intervention and management programs must be an integral part of a universal screening program; (5) universal neonatal screening should not be a replacement for ongoing surveillance throughout infancy and early childhood; and (6) education of primary caregivers and primary health care providers on the early signs of hearing impairment is essential. Individual sections of the statement address advantages of early identification, who should be screened and when, a comparison of current screening methods, follow-up models, and directions for future research. Panel members and speakers are listed. (Author/DB)

ED 405 662 EC 303 075

Consensus Development Conference on Early Identification of Hearing Impairment in Infants and Young Children (Bethesda, Maryland, March 1-3, 1993).
PUB DATE- Mar 93
NOTE- 127p.; For the consensus statement and summary, see EC 303 074.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Audiology; *Auditory Evaluation; Auditory Tests; Child Development; Classification; *Disability Identification; *Early Identification; Epidemiology; Etiology; *Evaluation Methods; Guidelines; *Hearing Impairments; Incidence; Infants; Language Acquisition; Neonates; Neurology; Opinions; *Screening Tests; Standards; Young Children

This document compiles abstracts of papers that were presented at a 3-day conference of experts which developed a consensus statement on early identification of hearing impairment in infants and young children. Papers addressed taxonomy; epidemiology; developmental consequences of early hearing impairment; methodology, instrumentation, and personnel; and models for early identification and follow-up. Abstracts of the following papers are included: "Early Identification of Hearing massage, and crawling on the stomach. (Contains 11 references.) (CR)

ED 405 680 EC 305 380

LoVette, Otis K.
Inclusion: Who Wins? Who Loses?
PUB DATE- 6 Nov 96
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (25th, Tuscaloosa, AL, November 6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Inclusive Schools; *Instructional Effectiveness; Mainstreaming; Professional Development; *Regular and Special Education Relationship; School Funds; *Student Placement; Teacher Attitudes

This presentation paper reviews concerns regarding the inclusion of students with disabilities in regular education classrooms. Misunderstandings of the student placement requirements of the Individuals with Disabilities Education Act are discussed, as are misunderstandings regarding the difference between mainstreaming and inclusion. The lack of preparation of regular teachers for working on a regular basis with children who need special help and the problems such teachers have in managing students who exhibit disruptive behavior are described. Topics also discussed include: (1) the pressure educators may experience from program administrators to make inclusive placements to help schools with the financial cost of programs for students with disabilities; and (2) the lack of communication between regular education teachers and special education teachers. The report closes with a summary of the advantages and disadvantages of inclusion for students with disabilities, regular students, school districts, special education teachers, regular education teachers, and parents of students with and without disabilities. (CR)

ED 405 681 EC 305 381

Sultana, Qaisar
Special Education Teachers' Attrition in Kentucky and Its Reasons.
PUB DATE- Nov 96
NOTE- 15p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (25th, Tuscaloosa, AL, November 6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Faculty Mobility; Principals; *Regular and Special Education Relationship; *Special Education Teachers; *Teacher Alienation; Teacher Attitudes; *Teacher Burnout; Teacher Persistence; Teacher Shortage
IDENTIFIERS- *Kentucky

This study of 98 special education teachers investigated the reasons for the high attrition of special education teachers in Kentucky. The participants were asked to give three reasons (in no more than one phrase) why in their opinion special education child with severe disabilities and complex medical needs from a special school setting to a special class in a regular education setting. The child had Marshall-Smith Syndrome, characterized by respiratory, pulmonary, and skeletal abnormalities, and developmental delays due to the coexisting condition of "failure to thrive." The account reviews the initial efforts to place the child in a public school program at age 3, the literature on least restrictive environment, the boy's background, the residential facility and its educational services, and initial rejections from the public school system due to his parents' lack of local residency. The importance of whether the child was labeled severely/profoundly handicapped or trainable mentally handicapped and the effect of this labeling on his qualifying for specific educational services are discussed. The conflicting interpretations of the Illinois School Code, the influence of the Advocacy and Guardianship agency, and his eventual placement in a self-contained class for severe and profoundly handicapped students within a community elementary school are then described. Further discussion notes problems raised by the presence of a residential facility for children with severe disabilities and complex health needs in a community embracing inclusion. Appendices provide supporting letters and documents. (Contains 16 references.) (DB)

ED 405 699   EC 305 411

Muthukrishna, Nithi; And Others
The Inclusion of Children with Down Syndrome: A South African Experience.
PUB DATE- Jul 96
NOTE- 16p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Downs Syndrome; Educational Trends; *Equal Education; Foreign Countries; *Inclusive Schools; *Mental Retardation; Political Influences; Primary Education; Qualitative Research; School Segregation; Social Integration; *Special Education
IDENTIFIERS- *South Africa

This paper first analyzes the situation of special needs education in the province of Kwazulu-Natal (South Africa) and then reports on qualitative research on three inclusive education initiatives in the province involving children with Down Syndrome at the primary school level. Current developments in the province include the continued existence of gross inequalities for children with disabilities and the continuation of separated special schools segregated by disability and race. Three case studies of children with Down Syndrome fully included in primary schools are described in terms of the characteristics of successful inclusion, such as a commitment to making it work with no particular preparation for inclusion; no constraint in views of what resources should be available; open-minded staff; vigilance, accountability, and advocacy; and suitable administrative and legislative arrangements. Priorities for children with Down Syndrome are discussed, including the need for valuation of diversity rather than normalization, information dissemination, and fostering of

ED 405 719 EC 305 443

Ferguson, Dianne L.; And Others
Designing Classroom Curriculum for Personalized Learning. Module 1D.
PUB DATE- Jul 96
NOTE- 135p.; For related document, see EC 305 444.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Design; Diagnostic Teaching; Elementary Secondary Education; Evaluation Methods; Inclusive Schools; Individual Differences; Individualized Education Programs; *Individualized Instruction; *Instructional Design; Long Range Planning; Models; Participative Decision Making; *Recordkeeping; *Special Needs Students; *Student Evaluation; Teacher Education; Team Teaching
IDENTIFIERS- *Diversity (Student)

This teacher training module is designed to help teachers design curriculum and teaching to accommodate student diversity. The approach locates decisions with groups of teachers, creates new roles for both general and special educators, and redesigns the Individualized Education Program. After an introduction and overview, the first section presents an overall framework for thinking about curriculum design that will apply to any student's learning style, learning preference, and personal interests. The next four parts describe four procedural steps to the creation of individually tailored learning for all students. These are: (1) gathering information about the student (using an activity-based assessment approach); (2) planning instruction and designing curriculum (noting possible competing approaches to planning as well as long-range and daily/weekly curriculum planning); (3) achieving balance with mixed-ability learning groups (focusing on the importance of organizing, planning, and teaching); and (4) ongoing recording and reporting (organized into three recording dimensions and five user groups). Each section also includes relevant forms. An appendix provides age-appropriate activity lists and additional forms. (Contains 62 references.) (DB)

ED 405 720 EC 305 444

Rivers, Eileen S.; And Others
Student Membership Snapshots: An Ongoing Problem-Finding and Problem-Solving Strategy. Module 4E.
PUB DATE- Aug 95
NOTE- 31p.; For related document, see EC 305 443.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Style; Curriculum Development; Educational Diagnosis; Elementary Secondary Education; Individual Differences; Inservice Teacher Education; Instructional Development; Outcomes of Education; *Problem Solving; Profiles; *Special Needs Students; *Student Evaluation; Student Needs;

(5) comparing the guess to the unknown word's part of speech and to the context, while remaining aware of the potential for faulty word analysis. A dictionary is to be used if needed to check the guess, and re-analysis performed if needed. Contains 23 references. (MSE)

ED 405 739 FL 024 478

Hunt, Alan
Evaluating Bilingual and Monolingual Dictionaries for L2 Learners.
PUB DATE- Feb 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Comparative Analysis; Databases; *Definitions; *Dictionaries; English; Error Patterns; Evaluation Criteria; Evaluation Methods; Foreign Countries; Grammar; Japanese; Language Usage; Media Selection; *Pragmatics; Reference Materials; Second Language Learning; *Second Languages; *Word Frequency
IDENTIFIERS- *Bilingual Dictionaries

A discussion of dictionaries and their use for second language (L2) learning suggests that lack of computerized modern language corpora can adversely affect bilingual dictionaries, commonly used by L2 learners, and shows how use of such corpora has benefitted two contemporary monolingual L2 learner dictionaries (1995 editions of the Longman Dictionary of Contemporary English and Collins Cobuild English Dictionary). The 1994 edition of the Kenkyusha New College English-Japanese Dictionary and the 1995 edition of the Kenkyusha New College Japanese-English Dictionary are examined for some recent improvements and remaining linguistic deficiencies, particularly usage errors and lack of updated word frequency, collocation, grammatical, and formality information. Examination of the two monolingual dictionaries in question shows how use of natural frequency information from modern, computerized corpora influenced the selection of lexical items, definitions, examples, grammatical patterns, and pragmatics in the dictionary entries. The importance of training in dictionary use is also highlighted. Contains 18 references. (MSE)

ED 405 740 FL 024 479

Tudor, Ian
Learner-Centredness as Language Education.
PUB DATE- 96
NOTE- 295p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; Educational Strategies; Educational Trends; Elementary Secondary Education; Error Correction; Foreign Countries; Grammar; Learning Strategies; Second Language Instruction; *Second Languages; *Self Evaluation (Individuals); Student Attitudes; *Student Needs; Student Participation; Student Role; Teacher Role; Trend Analysis
IDENTIFIERS- *Learner Centered Instruction

crime reporting definitions, tables of standard errors, and a copy of the survey questionnaire. (MDM)

ED 405 759 HE 029 997

Murray, John P.
Successful Faculty Development and Evaluation: The Complete Teaching Portfolio. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.; For the full report, see HE 029 998.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Role; *College Faculty; *College Instruction; Faculty College Relationship; *Faculty Development; *Faculty Evaluation; Higher Education; *Instructional Improvement; *Portfolio Assessment; Portfolios (Background Materials); Universities
IDENTIFIERS- ERIC Digests

This digest discusses the use of teaching portfolios in higher education, in light of recent criticisms of faculty teaching productivity and the reward structure of universities. Teaching portfolios can be defined as vehicles for documenting teaching (with an emphasis on demonstrating excellence), empowering professors to gain dominion over their professional lives, providing institutions with the means to demonstrate that teaching is an institutional priority, and individualizing faculty development. Teaching portfolios can serve as a critical first step to recognizing and rewarding good teaching at universities that typically value and reward research more highly. Most portfolios incorporate a statement of the professors' philosophical beliefs, with much of the remainder detailing how professors put their beliefs into practice in and out of the classroom. If improvement of teaching is the ultimate goal of a portfolio, most faculty will want to learn how to assess the effectiveness of their teaching and students' learning. Department chairs and other administrators should also take great pains to publicly connect the outcomes of faculty evaluation to the reward system. (MDM)

ED 405 760 HE 029 998

Murray, John P.
Successful Faculty Development and Evaluation: The Complete Teaching Portfolio. ASHE-ERIC Higher Education Report No. 8, 1995.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 144p.; For a digest of this report, see HE 029 997.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Role; *College Faculty; *College Instruction; Department Heads; Faculty College Relationship; *Faculty Development; *Faculty Evaluation; Higher Education; *Instructional Improvement; Organizational Climate; *Portfolio

*Legal Problems; *Legal Responsibility; Student College Relationship; Student Rights

This paper presents campus crime statistics for 1993 and 1994 an discusses overall trends in court workloads and criminology. An annotated summary of news reports, books, and legal citations regarding incidents and court findings related to education and particularly higher education are provided. The information is compiled from the Chronicle of Higher Education and from the Westlaw law reporting service. The reader is reminded that individual case decisions do not necessarily have standing in other cases and that the decisions of a Circuit Court are binding only in the states included in that circuit. The topics include: discipline, the Family Educational Rights and Privacy Act and how it has been applied in cases of faculty and administration communication with students and others, and information technology such as the use of the Internet and free term paper services. Other topics addressed are: instructional issues including educational malpractice; athletics; campus crime; rape and sexual assault; sexual harassment; diversity and minority issues; gay, lesbian and bisexual issues; the Americans with Disabilities Act; torts (liability issues); substance use and fraternities; and campus protests. (JLS)

ED 405 780 HE 030 051

Baldwin, Beatrice
Linking Instructional Productivity Measures and Fiscal Policy: Accountability in Higher Education.
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Administrator Attitudes; Department Heads; Educational Economics; Efficiency; Evaluation Criteria; Evaluation Utilization; *Faculty Workload; *Financial Policy; Higher Education; Institutional Research; Management by Objectives; Organizational Effectiveness; Performance; Policy Formation; *Productivity; Quality Control; *Self Evaluation (Groups); *Strategic Planning
IDENTIFIERS- *Southeastern Louisiana University

This study examined the efforts of Southeastern Louisiana University, a mid-sized public university, to address demands for accountability and the need to generate and evaluate data linking instructional productivity, academic planning, and fiscal policymaking. The study reports the reactions of university administrators and academic leaders to the accountability framework developed by the university's office of institutional research. Two reporting systems were developed: a faculty workload accountability report and an academic productivity analysis. Reports included normative data from institutions participating in the National Study of Instructional Costs and Productivity. Additionally, a university strategic planing process was developed that requires academic units to report on progress toward strategic goals. Administrators generally found the reports were helpful in making resource allocation decisions. Department heads also had positive reactions and made suggestions regarding: (1) page layout of data elements; (2) a desire for normative data from a smaller subset of more comparable institutions; and (3) need to

Education; Information Technology; Instructional Materials; Instructional Program Divisions; *Keyboarding (Data Entry); Learning Activities; Lesson Plans; Public Schools; State Curriculum Guides
IDENTIFIERS- Computer Use; *North Carolina

This document contains computer skills curriculum plans for the public schools of North Carolina; these lesson plans are designed specifically for grades K-4 and focus on keyboarding. The lesson plans for each grade include a list of materials needed, lesson time, teacher preparation activities, outline of activities, and instructional measure. Computer and communications skills objectives addressed by the lesson are also listed. Worksheets and other support materials are also included. (AEF)

ED 405 801 IR 017 832

North Carolina Computer Skills Curriculum Lesson Plans, 4-7: Telecomputing.
PUB DATE- 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Computer Literacy; Definitions; Educational Objectives; Elementary Education; Information Technology; Instructional Materials; Instructional Program Divisions; Learning Activities; Lesson Plans; Public Schools; Skills; State Curriculum Guides
IDENTIFIERS- Computer Use; *North Carolina; *Telecomputing

This curriculum guide contains computer skills activities for the public schools of North Carolina; these lesson plans are designed specifically for grades 4-7 and focus on telecomputing. The lesson plans for each grade include a list of materials needed, lesson time, teacher preparation activities, outline of activities, and instructional measure. Social studies, communication, computer and information skills objectives addressed by the lesson are also outlined. Worksheets and other support materials are included with the lessons. (AEF)

ED 405 802 IR 017 833

North Carolina Computer Skills Curriculum Lesson Plans, 4-8: Databases.
PUB DATE- 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Access to Information; Class Activities; *Computer Literacy; *Databases; Definitions; Educational Objectives; Elementary Education; Information Technology; Instructional Materials; Instructional Program Divisions; Learning Activities; Lesson Plans; Public Schools; Skills; State Curriculum Guides
IDENTIFIERS- Computer Use; *North Carolina

This curriculum guide contains computer skills activities for the public schools of North Carolina; these lesson plans are designed specifically for grades 4-8 and focus on information access via databases. The lesson plans for each grade include a list of materials needed, lesson time, teacher preparation education and is considered necessary for good mathematics instruction. To effectively integrate technology into the curriculum, teachers must learn new behaviors and practices and discover that the changes result in positive student outcomes. The inherent difficulties involved with in-service training underscore the importance of ensuring that preservice teachers enter the field with an adequate technical background. Preservice teachers must learn how to incorporate technology into their everyday teaching style in a meaningful manner. Technology can be used as a vehicle to change the role of both student and teacher in the classroom. This paper describes a course at the State University of New York (SUNY) at Oswego called "Problem Solving" which lends itself to the application of technology. Each student is required to find a mathematics problem suitable for secondary students on the World Wide Web and make a presentation based on the problem. Two problems found on the Web and various educational Web sites are described. A survey of the class indicates that they believe the use of modern technology as a teaching tool will have a significant and positive impact on their teaching careers. The survey and educational Web site addresses are provided. (SWC)

ED 405 820 IR 018 260

Hanna, Mary
MSCD's Development of a Campus Wide Information System on the World Wide Web.
PUB DATE- 96
NOTE- 7p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Graphics; Computer Mediated Communication; Higher Education; *Hypermedia; *Information Dissemination; Information Systems; *Information Technology; Multimedia Materials; *Online Systems; Program Development; School Support; User Satisfaction (Information); *World Wide Web
IDENTIFIERS- Academic Computing; Barriers to Implementation; *Campuswide Information Systems; Gopher; *Metropolitan State College CO; Technology Plans

This paper describes the development of a campus wide information system (CWIS) at Metropolitan State College of Denver (MSCD) in Colorado. The paper discusses the background of the college, its computing environment, interactive voice response system, and information technology plan. The CWIS was first implemented on gopher. Gopher was straightforward and easy to use, but lacked "pizzazz" because it is a text-only system and lacked hypertext capability (the ability to select a key word which links to another document or site). The World Wide Web provides excellent graphics and hypertext capabilities. The combined utilization of the Web and gopher are discussed. In the end, gopher was discontinued in favor of exclusive Web usage. "Lynx," a text-based Web browser, was installed for dial-in users with text capability only. Main issues faced in the implementation of the CWIS include: lack of top level awareness and support; selection of pictures and use of logos for the main college home page; appropriate use or misuse of student home pages; need for policies and an oversight committee; and faculty training when faced with limited resources. (SWC) very successful, with more than 60% of students connecting without assistance from Computer Services. This paper discusses student support needs, and the challenges of meeting these needs. The self-install procedure, which lets students do everything from installing the network card to loading software, is described in detail. The ongoing post-connection support system, which includes a World Wide Web server and student employees, is also discussed. (Author/AEF)

ED 405 838 IR 018 278

Weber, John
The Compressed Video Experience.
PUB DATE- 96
NOTE- 7p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; *Delivery Systems; *Distance Education; Educational Development; Educational Finance; Educational Technology; *Electronic Classrooms; Higher Education; Interactive Video; *Shared Resources and Services; Technological Advancement; Telecommunications
IDENTIFIERS- *Compressed Video; *Southern Arkansas University

In the fall semester 1995, Southern Arkansas University- Magnolia (SAU-M) began a two semester trial delivering college classes via a compressed video link between SAU-M and its sister school Southern Arkansas University Tech (SAU-T) in Camden. As soon as the University began broadcasting and receiving classes, it was discovered that using the compressed video as a single medium of delivering distance education is not as effective as was first hoped. As a result of problematic experiences with the trial period of delivering college classes via a compressed video link, the concept of the Electronic Classroom was developed. The Electronic Classroom would include the compressed video unit connected to the University campus network, a fax machine, photocopy machine, high quality speaker telephone, video tape machine attached to the compressed video unit, a microcomputer connected to the network, and a printing electronic white board. The financial strategy of SAU-M will be to fund the large amount of capital needed with grants and fund the day-to-day overhead costs from the normal University budget. The academic strategy will be to receive remedial classes from SAU-T, nursing and medical classes from the Arkansas State Telemedicine Network and possibly graduate programs that SAU-M does not have from another institution. Administrative, academic, procedural, and physical issues that arose are described in detail. (AEF)

ED 405 839 IR 018 279

Williams, Arthur E.
Integrating courses with the Internet: Preparing the Teacher As Well As the Learner.
PUB DATE- 96
NOTE- 9p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English

Advancement (Marlene Scardamalia). Contains approximately 50 references in all. (AEF)

ED 405 856 IR 018 305

Brown, Katherine E.
Learning What To See: Comparing Chemical Photographic and Digital Imaging Education.
PUB DATE- 97
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Change; Film Production; Higher Education; *Improvisation; *Instructional Innovation; Interpersonal Communication; Photographic Equipment; *Photography; Social Cognition; *Technological Advancement; Video Equipment; Visual Arts
IDENTIFIERS- *Digital Imagery

An ethnographic case study was conducted over a 2-year period to assess stability and change in the photographic education program at a large West Coast university visual arts department. The study investigated the connections between the individual, interpersonal, and institutional development in an artistic community that made use of improvisation as a resource for their teaching and practice on a daily basis. The study observed the different time cycles of development and change in the transformation of an autonomous unit within a fine arts department once known for its excellence in manual black-and-white photography into a program that cultivated skill with automated processing of color images with digital imaging and which cultivated the exploration of boundaries beyond the physical isolation of the darkroom and studios of photography. Changes observed over 2 years include: shifts in the status of individuals from beginner to expert within the domain of black-and-white photography and digital imaging; the transformation of interpersonal interactions within a community of undergraduate, graduate, and faculty darkroom users as an automated system for color printing and off-site commercial film developing replaced their community darkroom; and students and faculty made their first attempts to incorporate digital imaging into their curriculum and practices in response to pressures and inquiries about new technologies within and outside the program, the department, and the university, attempting to shape the future and relevance of their program while trying to preserve coherence in their identities as artists and scholars. Three levels of improvisation in teaching and learning are discussed: individual, interpersonal, and institutional. (Contains 33 references.) (Author/SWC)

ED 405 857 IR 018 306

Kouch, Eugene; Schwier, Richard
Building Learning Communities with Technology.
PUB DATE- 97
NOTE- 11p.; Paper presented at the National Congress on Rural Education (2nd, Saskatoon, Saskatchewan, Canada, February 21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Development; *Organizational Effectiveness; Personnel Management; Quality Control; *Science Libraries; Scientific and Technical Information; Users (Information); User Satisfaction (Information)
IDENTIFIERS- Brazil; *Continuous Improvement; Nuclear Industry; *Performance Indicators; Quality Indicators

The Nuclear Information Centre (CIN), a department of the Brazilian National Nuclear Energy Commission (CNEN), provides information services in a wide scope of scientific and technical subjects, to both CNEN employees and other institutions in Brazil and other Latin American countries. CIN has three divisions: documentation, promotion, and technology. This paper describes the experience of the continuous development climate aimed at achieving excellence for users of the Promotion Division. The improvement program focuses on critical appraisal of the organization, evaluation of procedures, and attention to personnel morale, education, and training, including communication and team empowerment. People management and human development were ranked at a higher importance level than any other aspect of administration. Four main indicators were chosen to measure performance: number of new users, rate of usage by present users, billings, and number of complaints per year. The main features of the quality program are: building a customer driven division; utilizing the skills developed by those who work directly with users; performing an experiment within the limits of the Promotion Division, without support of the entire institution; implementing a program directed toward the user rather than production; and trying to construct a tailor-made model, using basic principles of quality but avoiding a single traditional or ready-made model. (SWC)

ED 405 874 IR 056 303

Parker, Sandra
Performance Indicators: Sickness and Absence Rates as Indicator of Staff Morale.
PUB DATE- 95
NOTE- 7p.; Paper presented at the Northumbria International Conference on Performance Measurement in Libraries and Information Services (1st, Northumberland, England, August 30-September 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; Computer Oriented Programs; *Employee Absenteeism; Foreign Countries; Information Management; Job Satisfaction; Library Administration; Measurement Techniques; *Morale; Motivation; Organizational Climate; Personnel Policy; Productivity; Recognition (Achievement); Self Management; Work Environment; Working Hours
IDENTIFIERS- *Computer Assisted Scheduling; *Performance Indicators

Employee absenteeism is a problem faced by all library and information service managers as it erodes both salary budgets and productivity. It can have an undermining effect on staff morale, and may be an indicator of low staff motivation levels. There are two types of absence, unavoidable and avoidable, which can be measured using lost time and frequency rates. The most important aid to establishing absenteeism patterns is the introduction of computer-based monitoring systems. Numerous monitoring systems are discussed, including those that manage flexible time working arrangements which have been found a

Brandt, Sandy, Comp.
Academic and Special Libraries in Idaho. 1996/97 Directory.
PUB DATE- Sep 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Personnel; *Special Libraries
IDENTIFIERS- *Idaho

This directory provides a concise list of academic and special libraries in Idaho. Libraries are listed alphabetically, and include library contact name, title, telephone, fax number, and address. The directory also contains an alphabetical listing of the library contacts, which includes the name of the library where the person works and the e-mail address, when available. (SWC)

ED 405 893 IR 056 340

Mann, Dale; Shakeshaft, Charol
The Impact of Technology in the Schools of the Mohawk Regional Information Center Area. Technical Report.
SPONS. AGENCY- Madison-Oneida Board of Cooperative Educational Services, Verona, NY.
PUB DATE- 97
NOTE- 195p.; Cover title: Technology Impact Study.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Administrators; Case Studies; Computer Networks; Computer Oriented Programs; *Computer Uses in Education; *Educational Technology; *Elementary Secondary Education; *Instructional Effectiveness; Online Systems; Program Effectiveness; School Districts; School Surveys; Students; Teachers
IDENTIFIERS- *Access to Computers; Mohawk Regional Information Center NY; New York; *Technology Integration

This study was commissioned by participating school districts served by the Mohawk Regional Information Center (New York) to document the differences that computer-related technology has made for the region's students, teachers, and schools. Elementary and secondary school teachers (n=4,041), students (n=1,722), and administrators (n=225) in 159 schools and 52 districts were surveyed. Follow-up case studies were conducted at every level of school organization in both high and low technology schools. Results show: (1) 71% of teachers use computer-related techniques for instruction; (2) schools in the region have a student to computer ratio of 7:1, compared with a state ratio of 10:1 and a national ratio of 9:1; (3) virtually every teacher has access to a computer; (4) student achievement is higher in schools where teachers believe that technology can have a positive impact on learning; (5) teachers and other faculty all credit computer-related technology with improving teaching, empowering teachers, and helping with the New York State Learning Standards; and (6) the overall gains from increased use of computer-related technology for students and teachers are statistically significant. The study consists of five sections: Introduction; Installed Base: Equipment and Training; The Process of Implementing and Integrating Technology; The Impact of Technology; and Recommendations. Appendices include the case studies, study methodology, data

Governance; *Governing Boards; Government School Relationship; *International Cooperation; *Management Development; *Trustees; Two Year Colleges
IDENTIFIERS- *Trustee Role

The four issues of "Trustee Quarterly" contained in this document focus on topics of current concern to community college trustees. The winter 1995 issue offers these feature articles: "Trustees Believe Focus Should Be on Major Policy Decisions," (John F. Grabowski) and "A Cost-Benefit Analysis System for Proposed Capital Projects," (Steven E. Rice and Robert R. Evans). The spring 1995 issue focuses on the rewards of international relationships, presenting "Moscow Looks to Fairfax, NVCC, and ACCT," (Beverly Blois and Melanie Jackson); "St. Clair's Kazakhstan Connection," (Norman D. Beauchamp); "Re-Engineering Gigante: A Cooperative Project of Southwestern College and a Major Mexican Corporation," (Joseph M. Conte); and "Community College Foundations and Fundraising: A National View," (William E. Piland and B. Gary Rees). Issue 3 of 1995 includes "Trustee Assessment: A Peer Approach," (Thomas D. Sepe and Allen S. Silk); "Is It Time To Leave the Presidency?" (Terry O'Banion); and "Will an Independent State Board Benefit Illinois Community Colleges?" (Gary W. Davis). The final issue of 1995 provides the following features: "State Mandated Trustee Education: What Works?" (George W. Little and Helen B. Dowdy), describing practices in North Carolina, Oklahoma, Mississippi, and Texas; "Matching CEO and Board Expectations," (George R. Boggs); and "Top Ten Technology Checklist for Trustees," (Don Doucette). (HAA)

ED 405 912 JC 970 183

Hutchins, Sally, Ed.
Trustee Quarterly, Issues 1-3, 1996.
PUB DATE- 96
NOTE- 66p.; Only three issues were published for 1996.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Education; Administrative Policy; *Board Administrator Relationship; *Community Colleges; *Diversity (Institutional); Equal Education; Governance; *Governing Boards; Models; Program Implementation; School Community Relationship; *Trustees; Two Year Colleges
IDENTIFIERS- Carver (John); *Trustee Responsibility

The three issues of "Trustee Quarterly" contained in this document focus on topics of current concern to community college trustees. Issue 1 for 1996 focuses on the policy governance model of community college board leadership, offering the following feature articles: "John Carver...and His Contribution to Community College Governance," (Ray Taylor); "What is Policy Governance" and "How To Implement Policy Governance," (Tom Gregory); "Connecting With the Community Through Strategic Conversations," (Linda Rosenthal); and "Eight Colleges Implement Policy Governance," (Cindra J. Smith). Issue 2 presents "Trustees and Emerging Technologies: Helping to Lighten the Load," (R.Spencer Pederson); "Reshaping the Future of Community Colleges: Corporate Change, Technological Tidal Waves, and Webby Worldviews," (Elaine H. Hairston); and "CEO Performance Appraisals: Suggestions from CEOs on Improving the Process," (Brian King). Issue 3 focuses on access and equity and includes the following: (1) the Association of Community College Trustees Board of Directors' policy on access and equity; (2) strategies for developing board policy through strategic planning and setting goals for board diversity

DESCRIPTORS- Accountability; *Adult Education; Data Collection; Demonstration Programs; Evaluation Criteria; *Information Dissemination; Models; *National Programs; *Outcomes of Education; Program Development; Program Evaluation; Systems Approach

This document was developed to help adult education stakeholders involved in efforts to develop/test/implement a national reporting system of outcome measures documenting students' performance in the federally funded adult education program. The report reviews existing/planned accountability systems, examines major issues involved in developing an outcome-based reporting system, and proposes four model reporting systems. Chapter 1 presents background information on the goals of the National Outcome Reporting System Project. Examined in chapter 2 are the following: existing/planned reporting systems; demonstration projects in Illinois, Iowa, North Carolina, Texas, and Washington; implementation of the National Institute for Literacy's Performance Measurement, Reporting and Improvement System initiative in Hawaii, Kentucky, and Tennessee; and state initiatives in California, Florida, Oregon, and Texas. Seven key issues in developing a national reporting system are considered in chapter 3. Discussed in chapter 4 are the following reporting measures/methods: learning gains; credentials; further education and training; economic, family, and community impact; and customer satisfaction. The following reporting system models are detailed in chapter 5: comprehensive reporting model; follow-up survey approach; data sharing/work force model; and menu approach. Appended are a list of Division of Adult Education and Literacy definitions of educational functional levels. The bibliography lists 22 references. (MN)

ED 405 464   CE 073 640

Stein, Sondra Gayle
Equipped for the Future. A Reform Agenda for Adult Literacy and Lifelong Learning.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Standards; Adult Basic Education; *Adult Literacy; Agency Cooperation; Basic Skills; *Change Strategies; *Educational Change; Educational Cooperation; *Educational Needs; Educational Objectives; Federal State Relationship; *Lifelong Learning; *Literacy Education; National Programs; Needs Assessment; Partnerships in Education; Position Papers; Program Development; Public Agencies; State Agencies
IDENTIFIERS- *National Institute for Literacy

The National Institute for Literacy's Equipped for the Future initiative was undertaken to achieve customer-driven, standards-based reform of adult literacy and lifelong learning through a broad, national consensus-building process. The initiative's six stages are as follows: (1) build consensus on the knowledge and skills adults need to fulfill their responsibilities as parents, citizens, and workers; (2) develop content standards and performance indicators that translate the knowledge and skills into results for adult literacy/basic skills; (3) pilot the standards at adult learning sites across the country; (4) determine how to focus the adult literacy/basic skills system on achieving the desired results; (5) identify the resources required to ensure that the system can be held accountable for meeting results; and (6) establish quality assurance systems states: Colorado, Connecticut, Delaware, Florida, Georgia, Oregon, and Washington. In Colorado, Connecticut, Oregon, and Washington, competencies were drawn from the Comprehensive Adult Student Assessment System (CASAS) and often had an employment orientation influenced by the work of the Secretary's Commission on Achieving Necessary Skills. Connecticut, Georgia, and Oregon required local programs to use specific assessment instruments, and four states established statewide procedures for recognizing when learners achieve their competencies. The remaining four states studied --Iowa, Kentucky, Texas, and West Virginia--were in varying stages of developing statewide learner competency/assessment systems. (Appendixes constituting approximately 80% of this document contain summaries of the activities undertaken in each of the 11 states and sample state competencies and examples of learner recognition activities/certificates.) (MN)

ED 405 483 CE 073 695

Fenwick, Tara J.; Parsons, Jim
How Can Our Own Histories Help Us Achieve More Authentic Evaluation?: A Paper for Adult Educators.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Adult Educators; *Adult Students; Educational Philosophy; *Evaluation Methods; Foreign Countries; Reflective Teaching; *Self Evaluation (Individuals); *Student Evaluation; *Teacher Student Relationship
IDENTIFIERS- *Authentic Assessment; Canada

Adult educators' philosophies of learning and teaching have a major impact on their evaluations of students. The evaluation methods used by adult educators are often incongruent with their apparent teaching-learning philosophies. Effective evaluation must be intricately woven throughout the teaching-learning process. Teachers must look at their own histories and experiences and consider how what they already know as a teacher affects how they will and should evaluate students. Some suggested springboards for reflection are remembering as a learner, remembering as a teacher, and examining personal teaching-learning beliefs. Before evaluating other adults, adult educators must realize that entering a learning situation forces adults who consider themselves competent, self-reliant, and self-directing to relinquish control, surrender to the authority of another adult or institutions, participate in situations where their weaknesses are on public display, and accept criticism from another adult just because that adult holds greater status. Adult educators must consider the evaluative context and ask themselves three questions: Who are the learners? What is the context for evaluating the learners? and Whose interests are controlling the learning content/desired outcome? To be helpful, evaluation must be clear, immediate, regular, accessible, individualized, affirming, future oriented, justifiable, educative, and selective. (MN)

ED 405 484 CE 073 696

Evans, Karen
Barriers to Participation of Women in Technological Education and the Role of Distance Education. Occasional Paper No. 1.

achievement. Two poster sessions are included: "Enhancing Professional Development for Agricultural Education Students" (Jason D. Haak et al.) and "Rural Citizen Perspectives on Michigan Groundwater: Findings from Focus Group Interviews" (David Krueger et al.). (YLB)

ED 405 501 CE 073 737

International Comparisons of Adult Literacy. Indicator of the Month.
PUB DATE- Apr 97
NOTE- 3p.; Extracted from "The Condition of Education, 1996."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Comparative Analysis; *Developed Nations; Educational Research; Foreign Countries; Literacy Education; World Problems
IDENTIFIERS- Canada; Germany; Netherlands; Poland; Sweden; Switzerland; United States

Compared to most countries assessed in 1994, the United States had a greater concentration of adults who scored at the lowest literacy levels across prose, document, and quantitative literacy domains. However, it had one of the higher concentrations of adults who scored at or above level 4 on the prose scale. The proportion of adults who scored at each literacy level was similar across the three scales in Canada and the United States. In Germany, the Netherlands, and Switzerland, the proportion of adults who scored at the highest literacy level (level 4/5) was greater on the quantitative than on the prose scale. The distribution of literacy proficiency across different age groups was fairly uniform in the United States, whereas in several other countries young adults had higher literacy levels than older adults. Within Germany, Switzerland, Sweden, and the Netherlands, the younger group (aged 26-35) was almost twice as likely to score at or above level 4 on the prose scale as the older group (aged 46-55). Within particular occupations, the proportion of workers scoring at each literacy level varied across the assessed countries. The proportion of skilled craft workers scoring at level 3 or above was lower in the United States than in other countries, particularly Germany. (A table and three graphs show percentage distribution of the population scoring at each of the five literacy levels, by literacy scale, for Canada, Germany, the Netherlands, Poland, Sweden, Switzerland--French and German, and the United States.) (YLB)

ED 405 502 CE 073 745

Hild, Carl
Hazardous Materials on Board. Second Edition. Marine Advisory Bulletin No. 43.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; Asbestos; *Boat Operators; Environmental Influences; Environmental Standards; *Hazardous Materials; Labor Standards; *Occupational Safety and Health; Physical Health; *Safety; Safety Education; Sailing; Seafarers;

well as satisfy their own needs for meaningful social roles, while younger persons can benefit from older persons who serve as positive role models and mentors. This guide suggests seven intergenerational models for classroom teachers: (1) Elders as Presenters; (2) Oral History Project; (3) Community History Project; (4) Multicultural and Age Awareness; (5) Intergenerational Discussion Groups; (6) Life Writing; and (7) Food and Culture. Practical suggestions are given for planning intergenerational programs, facilitating intergenerational discussions, and conducting oral history interviews. (NB)

ED 405 520 CG 026 813

Kalat, James W.
Introduction to Psychology. Fourth Edition.
PUB DATE- 96
NOTE- 840p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Affective Behavior; Behavior Theories; Cognitive Processes; Critical Thinking; Higher Education; Individual Development; Intelligence; *Introductory Courses; Learning Theories; Memory; Motivation; Personality; *Psychology; Scientific Methodology; Theory Practice Relationship

Chapters in this textbook for college students in introductory psychology courses are: (1) What is Psychology?; (2) Scientific Methods in Psychology; (3) Biological Psychology; (4) Sensation and Perception; (5) Altered States; (6) Learning; (7) Memory; (8) Cognition and Language; (9) Intelligence and Its Measurement; (10) Development; (11) Motivation; (12) Emotions, Health Psychology, and Coping with Stress; (13) Personality; (14) Abnormal Behavior; (15) Treatment of Psychologically Troubled People; and (16) Social Psychology and Applied Psychology. Each chapter begins with an outline and a brief introduction to the topic. Sections within each chapter begin with one or more fundamental questions which are currently motivating research, and close with a summary of important points. Important terms in the text appear in boldface type with corresponding definitions provided at the end of the chapter and in the glossary/subject index located at the back of the book. Also contains a name index, a theme index, and approximately 1600 references. (RB)

ED 405 521 CG 027 375

Meekers, Dominique; Ahmed, Ghyasuddin
Pregnancy-Related School Dropouts in Botswana. Final Report.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- 29 Aug 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Children; *Dropout Prevention; *Dropouts; *Females; Foreign Countries; *High Risk Students; Intermediate Grades; *Potential Dropouts; *Pregnant Students; Secondary Education; Special Needs Students; Student Needs
IDENTIFIERS- *Botswana

In many Sub-Saharan African countries, there are concerns about high rates of pregnancy-related school dropouts. Data from the 1988 Botswana Family Health Survey, in conjunction with focus

ED 405 541 CG 027 588

The Busy Citizen's Discussion Guide: Youth Issues, Youth Voices.
PUB DATE- 96
NOTE- 33p.; For a related document, see CG 027 587.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Attitudes; Community Change; *Community Involvement; Discussion (Teaching Technique); *Discussion Groups; *Group Discussion; Secondary Education; Youth Problems; Youth Programs
IDENTIFIERS- *Study Circles; *Youth Participation

The years between childhood and adulthood are full of new experiences and new challenges. This guide is designed to help young people and adults participate in a study circle on youth issues. The study circles, which are small-group, democratic, peer-led discussions, offer a way for participants to work together as full partners in community problem solving. Study circles are designed to enable the kind of genuine, productive dialogue that allows people to hear from others with different experiences and views. This booklet presents a number of key community issues involving youth, and encourages readers to consider a range of ideas and viewpoints. Ground rules for making discussion more productive, such as respectful listening, are listed in the back of the guide. Four sessions are outlined. The first session explores what it is like to be young and includes exercises for sharing personal experiences and perceptions. Session two outlines ways to make the community a better place for young people while session three looks at specific community issues, such as racial and ethnic tensions, violence, dating, and substance abuse. The last session, "Making a Difference," presents ideas and suggestions for implementing positive steps in addressing youth issues in the community. (RJM)

ED 405 542 CG 027 589

Weikel, William J., Ed.; Palmo, Artis J., Ed.
Foundations of Mental Health Counseling. Second Edition.
PUB DATE- 96
NOTE- 427p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Collected Works - General (020)
DESCRIPTORS- Behavior Theories; Certification; *Counseling Psychology; Counseling Services; *Counseling Theories; *Counselors; Evaluation Methods; Higher Education; *Labor Market; Mental Health; Mental Health Programs; Psychotherapy; Skill Development
IDENTIFIERS- American Counseling Association

The mental health counseling profession has gained increasing influence in the last 20 years. The purpose of this edited collection of articles is to chart the antecedents to, the present status of, and the future trends for this group of professionals. The book draws together historical tracings, rationales, conceptual models, and other viewpoints to represent various ideologies. The chapters discuss mental health counseling in sex positivism, gerontology, thanatology, their children; (6) were able to evaluate their child's reading progress; (7) reported that their children performed better in school, exhibited improved discipline, and/or felt better about themselves; (8) would recommend the Reading Recovery program to friends or neighbors; (9) reported that both they and their children liked the Reading Recovery teacher; and (10) reported that, prior to entry into the program, they had tried unsuccessfully to help their child improve his or her reading skills. Recommendations include: Reading Recovery is successful and should be continued at the school; the program should be expanded; follow-up studies on parents and children should be conducted; and the other Reading Recovery sites in the school system should be examined. (Contains 29 references. Appendixes present the parent questionnaire, the parent letter, a permission letter, and the certificate of completion.) (RS)

ED 405 562 CS 012 750

Marseglia, Patricia
The Effect of Repeated Readings on the Fluency of High and Low Level Ability Readers in a First Grade Class.
PUB DATE- May 97
NOTE- 38p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Beginning Reading; Comparative Analysis; Grade 1; *Instructional Effectiveness; Primary Education; *Reading Ability; *Reading Achievement; Reading Research
IDENTIFIERS- *Reading Fluency; *Repeated Readings

Repeated readings are a common, recommended practice for beginning readers. A study compared the gains made by high level and low level ability first grade readers in reading fluency. An initial reading of text at a second grade reading level was audiotaped and analyzed for rate and accuracy. This was followed by four readings, including a read-aloud, listening to an audiotape while reading, and a partner reading. Subjects were again audiotaped reading the text. High level ability readers made significantly higher gains in fluency than did the low level ability readers. Findings suggest that low level ability readers need direct instruction in word recognition or phonics in addition to repeated readings. (Contains 47 references and a table of data. Appendixes present 2 tables of data.) (Author/RS)

ED 405 563 CS 012 751

O'Connor, Rollanda E.; Jenkins, Joseph R.
Early and Later Prediction of Reading Disabilities.
PUB DATE- 25 Mar 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Early Intervention; Grade 1; *Predictor Variables; Primary Education; *Reading Diagnosis; *Reading Difficulties; Reading Research
IDENTIFIERS- Discriminant Validity

A study worked toward designing a small set of phonological, letter, and memory tasks that would allow teachers and other

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; Elementary Education; Handwriting; *Phonetics; Reading Improvement; *Reading Instruction; Remedial Instruction; *Spelling Instruction; Teaching Guides; Writing Improvement; Writing Instruction
IDENTIFIERS- Orton (Samuel); *Phonograms

This set of 70 cards accompanied by instructions on using the cards) can be used by any teacher, tutor, parent, aide, or literacy volunteer, individually or in classes and small groups, to teach the spelling, writing, and reading of nearly all English words to virtually any child (age 5 and up) or adult. The cards can be used for initial or remedial instruction. Classroom teachers will find the set of cards useful as a supplement to their basal or "whole language" programs, especially for students who read well but who want to improve their spelling and writing skills. Each of the 70 cards in the set represents one of the 70 common phonograms identified by the late Samuel T. Orton. The front of each card in the set presents the phonogram, and the back of the card offers instructions for the teacher, tutor, or parent. (RS)

ED 405 581   CS 012 770

McCulloch, Myrna
America's "Spelling and Reading with Riggs": Self-Study Course, for Groups or Individuals. Audiotape.
PUB DATE- 94
NOTE- Taught in conjunction with "The Writing Road to Reading," see CS 012 765. For related materials, see CS 012 766-771.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Autoinstructional Aids; Elementary Education; Handwriting; Independent Study; *Phonetics; Reading Improvement; *Reading Instruction; Remedial Instruction; *Spelling; *Spelling Instruction; Writing Improvement; Writing Instruction
IDENTIFIERS- Phonograms

This set of two audiotapes and enclosed course outline comprise a self-study course that offers an alternative to instructor-directed introductory classes on using Roma Spalding's "Writing Road to Reading" program and auxiliary printed materials published by the Riggs Institute. Material on the audiotapes is designed to require listeners to integrate and thoroughly read the auxiliary printed materials. After an introductory section, sections of the audiotapes address expectation for student performance; overview and rationale of the Orton/Spaulding/Riggs method; teaching procedures; letter formation; helping the hard-to-teach child; testing phonograms; scope and sequence; the extended Ayres List; preliminary instructions to begin dictation; blending and reading of isolated words; spelling lessons; introducing grammar and vocabulary development; sequencing the balance of the course; and administrator's section review. (RS)

ED 405 582   CS 012 771

Huneger, R. J.; McCulloch, Myrna
America's "Spelling and Reading with Riggs": "Orton" Phonograms, with Spelling Rules for Teachers & Students. Audiotape.
PUB DATE- 92
NOTE- For related materials, see CS 012 765-770.

ED 405 601 CS 215 792

Cox, Carole; Boyd-Batstone, Paul
Crossroads: Literature and Language in Culturally and Linguistically Diverse Classrooms.
PUB DATE- 97
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *Bilingualism; Case Studies; Classroom Environment; Elementary Education; *English Instruction; Instructional Effectiveness; Language Arts; Multicultural Education; *Reader Response; *Second Language Learning; *Theory Practice Relationship; Whole Language Approach
IDENTIFIERS- *Diversity (Student); Literacy as a Social Process; Social Constructivism

This book is an exploration of the crossroads of reader-response and second language acquisition theories and research as a foundation for practice. It provides a model for teaching with literature that supports language and literacy development for students learning English as a first or second language. The book is organized in three parts. Part 1, Literature and Language Theory into Practice, begins with a conversation about a real classroom experience (Chapter 1), maps out the crossroads of reader response theory and second language acquisition theories and research as a foundation for practice in the context of current social constructivist approaches to teaching (Chapter 2), and bridges theory to practice by showing a model for student-centered and response-centered instruction that supports first- and second-language and literacy development (Chapter 3). Part 2, Case Studies of Children, describes and interprets the language and literacy development of three children from kindergarten through fifth grade: a native speaker of English (Chapter 4), a native speaker of Spanish (Chapter 5), and a bilingual student fluent in Spanish and English (Chapter 6). Part 3, Literature and Language Crossroads in a Bilingual Classroom, gives a third-grade bilingual teacher's perspective on the crossroad of reader-response and language acquisition. In Chapter 7 he reflects on his own practices, providing a picture of reader-response in action; in Chapter 8 he answers the "how-to" questions vital to putting theory into practice in nontechnical language with detailed examples. (NKA)

ED 405 602 CS 215 793

Gere, Anne Ruggles; And Others
Language and Reflection: An Integrated Approach to Teaching English.
PUB DATE- 92
NOTE- 315p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; Classroom Techniques; Elementary Secondary Education; *English Instruction; English Teacher Education; English Teachers; Higher Education; *Language Arts; *Language Role; *Reflective Teaching; Student Evaluation;

diversity training. Those who attempt to influence the attitudes and behaviors of others must be cognizant that persuasion is not a linear, passive process. Also important are budgetary and time considerations. Creating a multicultural organization requires a systemic, developmental program whose success is, in part, contingent on management's full-scale, long-term commitment. (Contains 2 tables and 20 references.) (NKA)

ED 405 624 CS 509 470

Tolhuizen, James H.
MUDs, MOOs, MUSHes and More: Using Text-Based Virtual Worlds To Teach Communication.
PUB DATE- Nov 96
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; Higher Education; *Internet; *Interpersonal Communication; Online Systems; *Role Playing; Self Concept; Social Psychology; *Student Participation
IDENTIFIERS- *MOOs; Technology Integration

Multiple-user domains--the most common names are MUDs (Multiple-User Domain), MOOs (Multiple user domain, Object Oriented), and MUSHes (Multiple User Shared Hallucination)--can be effectively used for teaching. While each may be slightly different, they are all interactive internet sights with real time connections and exchanges. Often described as "fantasy games" or "super-chat rooms," multiple user domains are text-based virtual worlds that are easy to use, entertaining, informative, and educationally useful. Most educational multiple user sites have some provision for allowing teachers to bring students on-line. One teacher of interpersonal communication has devised several assignments around multiple-user sites. One requirement of multiple user sites is that users take a name and develop a character or role. Characters evolve slowly as individuals interact with each other. These processes afford an excellent opportunity for students to observe and experience role playing. Beyond characterization and role-taking, social support, repair/rehabilitation, and accounting behavior can be studied. Students may be asked, for instance, to observe the ways users help and support each other in the presentation of their respective identities. A character or role operates like a dynamic story that is situated and made real by the way others respond to the role taker. These instances of social support are particularly interesting in situations where something unexpected or untoward occurs. Multiple user domains are a place where students can try out new behaviors that they may not be fully comfortable with yet. (TB)

ED 405 625 CS 509 471

Sandine, Brian
Communication and the Learning Organization.
PUB DATE- Nov 96
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26,

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); *Confidentiality; *Confidential Records; Disclosure; Elementary Secondary Education; Federal Legislation; Higher Education; *Information Policy; Parent Grievances; Privacy; *Public Policy; *Student Records
IDENTIFIERS- *Buckley Amendment; *Family Educational Rights and Privacy Act 1974

Student education records are official and confidential documents that are protected by one of the nation's strongest privacy-protection laws, the Family Educational Rights and Privacy Act (FERPA). FERPA, also known as the Buckley Amendment, defines education records as all records that schools or education agencies maintain about students. FERPA gives parents and postsecondary students the right to review and confirm the accuracy of education records. This brief summarizes the provisions of FERPA: The act protects privacy, defines an education record, guarantees parent review and appeal, and restricts disclosure of student records. The brief lists additional provisions and provides contact information for the Family Policy Compliance Office. (LMI)

ED 405 644   EA 028 265

De Angelis, Karen; Rossi, Robert
Programs for Aspiring Principals: Who Participates? Issue Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Education; Elementary Secondary Education; Leadership Training; Minority Groups; *Principals; *Professional Development; *Public Administration Education; Public Schools; Sex; Urban Schools
IDENTIFIERS- *Beginning Principals

Recommendations for reform of principal-preparation programs identify schools and school districts as important agents in the principal-preparation process. In the 1993-94 Schools and Staffing Survey (SASS), conducted by the National Center for Education Statistics (NCES), public school principals indicated whether or not they had formerly participated in any district or school training program for aspiring school principals. This brief presents the percentages of public school principals--overall, by sex and minority status, and by school locale and level--who reported having taken part in such programs. The brief also compares the participation rates of new principals (those with fewer than 4 years of experience) with the participation rates of more experienced principals (those with 4 or more years of experience). Findings indicate that in 1993-94, nearly one-half of new principals had participated in a school or district aspiring-principals program. Overall, greater percentages of female than male principals participated in aspiring-principals programs. More than half of all minority principals had taken part in such programs. Overall, participating principals were most likely to work in elementary central-city and urban-fringe schools than in secondary, rural schools. In general, new principals reported higher levels of participation in aspiring-principals programs than experienced principals. Two tables are included. (LMI)

ED 405 645   EA 028 266

Impairment in Infants and Young Children" (Robert J. Ruben); "Site of Lesion and Age of Onset" (Jerome O. Klein); "Causal Factors and Concomitant Impairment" (Michael A. Karchmer); "Incidence/Prevalence" (Patrick E. Brookhouser); "At-Risk Populations" (N. Wendell Todd); "Auditory Development" (Joseph W. Hall); "Language Acquisition" (Mary P. Moeller); "Effects of Hearing Impairment on the Development of Speech" (D. Kimbrough Oller); "Social/Emotional and Academic Consequences of Hearing Loss" (Diane Brackett); "Benefits of Screening at Birth: Economic, Educational, and Functional Factors" (Marion P. Downs); "High-Risk Register" (Allan O. Diefendorf); "Behavioral Measures" (Judith S. Gravel); "Acoustic Immittance Measures" (Robert H. Margolis); "Developmental Screening in a Busy Clinic: A Luxury or a Necessity?" (Noel D. Matkin); "Recording the Auditory Brainstem Response in Infants" (Terence W. Picton); "The Auditory Brainstem Response in Infants: Basic Aspects" (Richard C. Folsom); "Auditory Brainstem Response Testing in the Neonatal Intensive Care Unit" (Bruce A. Weber); "Evaluation of Hearing in the Neonate Using the Auditory Brainstem Response" (Yvonne S. Sininger); "Hearing Screening of Infants with Auditory Brainstem Response: Protocols, Personnel, and Price" (James W. Hall III); "Otoacoustic Emissions: Basic Aspects" (Theodore J. Glattke); "Utility of Distortion-Product Otoacoustic Emissions in Identifying Hearing Impairment in Infants and Young Children" (Brenda L. Lonsbury-Martin); "Characteristics of Transient Evoked Otoacoustic Emissions in Pediatric Populations" (Susan J. Norton); "Practicality, Validity, and Cost-Efficiency of Universal Newborn Hearing Screening Using Evoked Otoacoustic Emissions" (Karl R. White); "Models for Early Identification and Followup: An Overview" (Robert G. Turner); "U.S.A. Models" (Thomas M. Mahoney); "Canadian Models and Issues" (Martyn L. Hyde); and "The Public Health Perspective on Screening--U.K. Experience and Recommendations" (Mark P. Haggard). Most papers contain references. (DB)

ED 405 663   EC 303 350

Raver, Karen K.; Smith, Deborah J.
A Guide for Disability Services: Eastern Washington University Faculty/Staff Handbook.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 94
NOTE- 42p.; Videotapes are not available from ERIC. For student's guide, see EC 303 351.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; Assistive Devices (for Disabled); Civil Rights Legislation; *Disabilities; Educational Legislation; *Employees; Equal Opportunities (Jobs); Federal Legislation; Higher Education; Job Applicants; *School Responsibility; *Student Personnel Services
IDENTIFIERS- *Americans with Disabilities Act 1990; *Eastern Washington University; Rehabilitation Act 1973 (Section 504)

This guidebook and accompanying videocassette address services for students, job applicants, and employees with disabilities at Eastern Washington University. The videotapes should be accompanied by each school's own training materials based on personal needs. The materials cover: (1) responsibilities of teachers leave special education and choose to teach general education. The most common reason identified for special education teacher attrition is the excessive paper work. It was identified as a reason by 80 percent of the respondents and it was the first reason listed. The second most common reason identified is the lack of respect, support, cooperation, acceptance, and understanding by the general education teachers. The third most popular reason given for special education teacher attrition is the lack of principals' respect, support, and cooperation. Lack of student progress, work overload, and lack of parent interest were also given as reasons for special education teacher attrition. Recommendations are provided for addressing the concerns of special education teachers. The survey instrument is attached as well as data on all the reasons mentioned by respondent. (CR)

ED 405 682   EC 305 382

Briney, Marilou S.; Satcher, Jamie
The Relationship between Learning Disabilities and Delinquency and the Vocational Rehabilitation Process regarding Specific Learning Disabilities.
PUB DATE- 96
NOTE- 20p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (25th, Tuscaloosa, AL, November 6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Failure; Adolescents; Behavior Theories; *Delinquency Causes; *Delinquency Prevention; Dropouts; Interpersonal Competence; *Learning Disabilities; Secondary Education; Self Concept; *Student Adjustment; *Vocational Rehabilitation
IDENTIFIERS- *Attitudes Toward Disabled

This paper discusses the relationship between students with learning disabilities and delinquency and the implications for the vocational rehabilitation process. Learning disabilities and juvenile delinquency are defined to establish a theoretical and conceptual framework. Four hypotheses that have been proposed to explain why individuals with learning disabilities are more likely to become delinquent are discussed: (1) the school failure hypothesis, which postulates that a learning disability leads to school failure leading to rejection, a negative self-image, and frustration resulting in school dropout and delinquency; (2) the susceptibility hypothesis which postulates that deficits in language, as well as in reading and math skills, tend to establish a pattern of delinquency; (3) the differential treatment hypothesis, that suggests that youth with learning disabilities are treated differently by teachers, police and social workers, increasing the likelihood that arrest and/or adjudication may occur; and (4) the social cognitive ineffectiveness and social maladjustment hypothesis that postulates difficulties in social cognitive problem-solving skills associated with social maladjustment. A review of several studies regarding these models of theory are introduced. Finally, vocational rehabilitation services for adolescents with specific learning disabilities are dicussed. Recommendations are made for vocational rehabilitation practice. (Contains 21 references.) (Author/CR) open views about the curriculum and curriculum development. (Contains 10 references.) (DB)

ED 405 700 EC 305 420

Boundy, Kathleen B.
Promoting Inclusion for All Students with Disabilities.
PUB DATE- Sep 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Rights Legislation; *Court Litigation; *Disabilities; *Educational Legislation; Educational Malpractice; Elementary Secondary Education; Federal Legislation; *Inclusive Schools; *Legal Responsibility; Mainstreaming; *Student Placement
IDENTIFIERS- *Individuals with Disabilities Education Act

This report reviews Federal legal requirements for including students with disabilities in general education classrooms, describes the continuing obstacles to inclusion, and provides guidance for challenging the placement of students with disabilities outside of the general education classroom. Barriers to full inclusion are identified, followed by a discussion of the need for advocates to present the courts with cases that challenge systemic state and local policies and practices that impede inclusion. Key questions for challenging exclusion and the denial of full inclusion of students with disabilities are also listed. A separate section provides the legal basis for inclusion by highlighting legal decisions that recognize the rights of students with disabilities to be educated with children without disabilities. Legal decisions affecting presumption and burden of proof, individualized determination, the right to full educational opportunity, and the duty to provide a continuum of placements are reviewed. Findings in the court case of Oberti v. Board of Education of Clementon, New Jersey, are also presented. A list of objectives and proposed activities designed to achieve full inclusion is provided, along with a list of strategies or remedies to address the key problems of placements that are less than full inclusion. (CR)

ED 405 701 EC 305 421

Overview: Educational Rights of Children with Disabilities under the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.
PUB DATE- May 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Civil Rights Legislation; Clinical Diagnosis; Court Litigation; *Disabilities; *Disability Identification; *Educational Legislation; Elementary Secondary Education; Federal Legislation; *Inclusive Schools; Individualized Education Programs; *Legal Responsibility; Mainstreaming; Parent Participation; Student Placement
IDENTIFIERS- *Individuals with Disabilities Education Act; *Rehabilitation Act 1973 (Section 504)

Teacher Collaboration; Teaching Methods; *Team Teaching
IDENTIFIERS- *Diversity (Student); Problem Finding

This teacher training module presents the Student Membership Snapshot (SMS) system, a problem solving approach for teachers responding to increasing student diversity. The first chapter describes student diversity in learning styles, curricular outcomes, and social connections. The next chapter details the three steps of the SMS process: observation, problem-finding, and problem-solving. Chapter 3 provides three examples showing how the SMS process can be used by a teaching team to problem-find and problem-solve around issues of students' learning styles, curricular outcomes, and social connectedness. Examples of completed forms useful in the process of profiling the student are provided. The final chapter offers thoughts to reflect on in the SMS process, including the view that accommodating diversity is more like a journey than an event and that the SMS process provides teachers with a guided way of discussing children together using shared language. (DB)

ED 405 721 EC 305 445

Berry, Hugh; And Others
Analyzing a Work Incentive: The Plan for Achieving Self Sufficiency and School-To-Work Transition.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Development; *Disabilities; *Education Work Relationship; Federal Aid; *Federal Programs; Goal Orientation; Secondary Education; *Student Financial Aid; Transitional Programs; *Vocational Rehabilitation; Young Adults
IDENTIFIERS- Supplemental Security Income Program

This paper examines utilization of the Plan for Achieving Self-Sufficiency (PASS), a work incentive available for persons receiving Supplemental Security Income (SSI), designed to parallel the Individuals with Disabilities Education Act transition plan requirement. The PASS program allows persons receiving SSI cash assistance to set aside income toward achieving a specified work goal if clear steps and needed items and services are identified. The study analyzed a sample of data from the Social Security Administration (demographics, disability, occupational goals, preparers, and requested items and services) for 103 persons newly approved for PASSes. Findings indicated that very few transition-age students use PASSes (less than 3 percent of working-age PASS participants were under 30 years of age) and the total number of PASSes has decreased by 40 percent since recent administrative changes. Other findings revealed that persons with mental illness were more likely to use PASSes, that work goals focusing on professional specialty occupations were most common, that education and transportation were the most frequently requested items and services, and that PASSes were most often prepared by SSI participants themselves. Implications for school-to-work transition for youth with disabilities are discussed. Seven tables detail the study's findings. (Contains 26 references.) (DB)

ED 405 722 EC 305 446

McInturff, Johanna R.
Collegial Coaching, Special Needs, and the Nontraditional Classroom.

The learner-centered approach to second language education is presented as one that takes into account the learning goals, subjective needs, and culturally-based expectations learners bring with them to the language classroom. First, both formative and current trends in learner-centered language teaching are examined, and the principle of active learner involvement in the learning process is discussed, focusing on development of student awareness and preparedness for learning (learner training). A chapter is devoted to the analysis of the learner's objective needs, and another to analysis of subjective needs and individual differences. Discussion of the contextual dimension of learner-centered language teaching looks at factors in the classroom culture. The role of self-assessment in the approach is also explored. Methodology for fostering learning involvement is outlined, including two analyses of learning strategies and notes on issues in grammar, error correction, and project work. The final chapter addresses the teacher's role in creating conditions and procedures supporting learner-centered instruction. (MSE)

ED 405 741 FL 024 480

Howard, Elizabeth R.; Christian, Donna
The Development of Bilingualism and Bilteracy in Two-Way Immersion Students.
PUB DATE- Mar 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; *Classroom Communication; Elementary Education; *English (Second Language); Immersion Programs; Language Acquisition; *Language of Instruction; Literacy Education; Second Language Instruction; Second Language Learning; *Second Languages; Spanish; Spanish Speaking
IDENTIFIERS- Arlington Public Schools VA; *Biliteracy; Content Area Teaching; *Two Way Bilingual Education

The report discusses the first- and second-language development, oral and written, of native English-speakers and native Spanish-speakers in the two-way immersion (TWI) program at Key Elementary School (Arlington, Virginia). Data were drawn from classroom observation from 1994-96, student performance measures, and student work samples. Three Spanish-speaking and three English-speaking students were chosen at each grade level for more focused observation regarding language use and participation patterns. Results show that, in general, students were observed using the language of instruction while talking to the teacher and engaged in academic activities. In the lower grades, native English-speakers were sometimes observed addressing the teacher in English during Spanish time. Use of Spanish during English time was rare. Oral English proficiency developed fully in all students. While all students achieved communicative competency by grade 5, a gap in Spanish fluency remained between native Spanish-speakers and native English-speakers. In general, all writing samples were of high quality, with the English comparable for both native-language groups. In Spanish the essays of native-speakers tended to be more sophisticated. Two samples by the same student are analyzed briefly. Implications of the findings for program development are discussed. Contains 22 references. (MSE)

Assessment; Portfolios (Background Materials); Universities
This monograph discusses how teaching portfolios can improve the quality of teaching and learning in higher education. Teaching portfolios can be defined as vehicles for documenting teaching (with an emphasis on demonstrating excellence), empowering professors to gain dominion over their professional lives, providing institutions with the means to demonstrate that teaching is an institutional priority, and individualizing faculty development. Individual sections provide operational definitions and examples of how professors, colleges, and universities use portfolios; suggestions for the content of teaching portfolios and how to organize them; suggestions for how colleges and universities can evaluate the quality of teaching by using teaching portfolios; examples of techniques that professors can use to gather data about their teaching and their students' learning; and a discussion about how higher education institutions might define effective or good teaching. Two concluding sections present an analysis of the elements of organizational culture that will inhibit the successful introduction of teaching portfolios and some of the cultural conditions that need to exist for teaching portfolios to flourish, and the strategies that department chairs can use to make teaching portfolios work in their department. (Contains 142 references.) (MDM)

ED 405 761 HE 029 999

Kearney, Mary-Louise, Ed.; Ronning, Anne Holden, Ed.
Women and the University Curriculum: Towards Equality, Democracy, and Peace.
PUB DATE- 96
NOTE- 270p.; Foreword by Attiya Inayatullah.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Administrator Education; Agronomy; Allied Health Occupations Education; *College Curriculum; Developed Nations; *Developing Nations; *Equal Education; Equal Opportunities (Jobs); *Females; Foreign Countries; *Higher Education; Humanities; Legal Education (Professions); Peace; Public Administration Education; Science Education; Teacher Education; Technology Education; Womens Studies
This collection of 15 essays focuses on the role of women in higher education around the world, analyzing the gender dimension of the university curriculum in light of the United Nations' World Conference on Women held in Beijing, China, in 1995. The essays include: (1) "Women, Higher Education, and Development" (Mary-Louise Kearney); (2) "The Experience of Feminine Leadership in the Academy" (Sheryl L. Bond); (3) "The University Curriculum, Law, and Gender" (Henrietta Mensa-Bonsu); (4) "Women and Development: Perspectives and Challenges within the University Curriculum" (Maria Inacia D'Avilo-Neto); (5) "Women's Health: A Model of an Integrated Curriculum" (Katherine Sherif and Sandra P. Levison); (6) "Gender and the Curriculum in Commerce and Management Studies" (Margaret Gardner and Marnie King); (7) "The Curriculum in the Humanities: A Case Study and Some Reflections" (Anne Holden Ronning); (8) "Women's Studies in Bulgarian Universities: A Success Story?" (Ralitsa Muharska); (9) "Science and Technology in China: Successes and Challenges for Women's Participation" (Zhizhen Gui); (10) "Gender in Science and Technology: The New Zealand Experience" (Robyn Dormer); (11) "Public Administration" (Maria Teresa Gallego and Otilia Mo); (12) "Gender in Demography and Population Studies at University

more adequately "credit" departments with external research/public service funds generated by faculty. Attached tables detail how academic productivity measures are used to support data for a budget planning report, and provide a sample faculty workload accountability report. Appended are prototypical planning and budgets documents, and a schedule for a resource allocation review. (CH)

ED 405 781 HE 030 052

Terenzini, Patrick T.; And Others
Work-Study Program Influences on College Students' Cognitive Development.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- May 96
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Institutional Research (36th, Albuquerque, NM, May 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cognitive Development; Cognitive Measurement; College Freshmen; Federal Aid; Higher Education; Institutional Research; Mathematics Skills; Reading Improvement; Reading Skills; Statistical Analysis; Student Development; Student Evaluation; Student Experience; Student Financial Aid; Thinking Skills; *Work Study Programs
IDENTIFIERS- National Study of Student Learning

This study, using data from the National Study of Student Learning, examined whether participation in a collegiate work-study program was related to cognitive educational benefits. Data were collected from 2,485 entering students at 23 institutions nationwide in the fall of 1992 with follow-up in the spring of 1993, of whom 494 (19.9 percent) reported receiving work-study assistance. Two questions were tested: one concerned differences in college experiences of work-study and nonwork-study students; the other with the effects of any differences on students' cognitive development. The study found that participation in a work-study program appeared to have a negative influence on first-year gains in reading comprehension, but a positive influence on critical thinking skills; no effects on math abilities were identified. These effects were apparent even after taking into account selected precollege characteristics, including initial cognitive abilities. Three tables present detailed data on: (1) students' cognitive ability, (2) college experiences, and (3) interaction effects. (Contains 50 references.) (CH)

ED 405 782 HE 030 053

Wynn, Evelyn S.; Cadet, Lorraine P.
A Perspective for a Culturally Responsive Collaborative Writing Model for Developmental Students.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Basic Writing; Cognitive Structures; *Cooperative Learning; Cultural Awareness; *Cultural Differences; *Developmental Programs; *Disadvantaged Youth; Disclosure; Higher Education; High Risk Students; Peer Teaching; Thinking

activities, outline of computer and non-computer activities, and instructional measure. Communication, computer and information skills objectives addressed by the lesson along with social studies, science or mathematics skills are outlined. (AEF)

ED 405 803 IR 017 834

North Carolina Computer Skills Curriculum Lesson Plans, 1-8: Ethical Issues.
PUB DATE- 95
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Access to Information; Class Activities; *Computer Literacy; Copyrights; Definitions; Educational Objectives; Elementary Education; *Ethics; Information Technology; Instructional Materials; Instructional Program Divisions; Learning Activities; Lesson Plans; Public Schools; Skills; State Curriculum Guides
IDENTIFIERS- *Computer Ethics; Computer Use; North Carolina

This curriculum guide contains computer skills activities for the public schools of North Carolina; these lesson plans are designed specifically for grades 1-8 and focus on ethical issues. The lesson plans for each grade include a list of materials needed, lesson time, teacher preparation activities, outline of activities, and instructional measure. Social Studies, communication, computer and information skills objectives addressed are outlined for each lesson. Worksheets, support materials dealing with copyrights, and copies of articles on related issues are also included. At the end of the document, a set of model lesson plans issued by the Software Publishers Association (SPA) is provided; this learning package is designed to help reinforce the importance of ethical issues in technology use. (AEF)

ED 405 804 IR 017 835

North Carolina Computer Skills Curriculum Lesson Plans, 2-8: Word Processing.
PUB DATE- 95
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Access to Information; Class Activities; *Computer Literacy; Definitions; Educational Objectives; Elementary Education; Information Technology; Instructional Materials; Instructional Program Divisions; Learning Activities; Lesson Plans; Public Schools; Skills; State Curriculum Guides; *Word Processing
IDENTIFIERS- Computer Use; *North Carolina

This computer skills curriculum guide contains activities for the public schools of North Carolina; these lesson plans are designed specifically for grades 2-8 and focus on word processing. Lesson plans for each grade include a list of materials needed, lesson time, teacher preparation activities, outline of activities, including follow-up and extension activities, and instructional measure. For each lesson, communication, computer and information skills objectives addressed are outlined as well as science, social studies or

ED 405 821 IR 018 261

Hoyt, Brian R.
The Just in Time Approach To Effectively Use Business Software in College Business Courses.
PUB DATE- 96
NOTE- 13p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Computer Software; Critical Thinking; Decision Making; Experiential Learning; Higher Education; *Instructional Effectiveness; Internship Programs; Management Teams; *Problem Solving; Risk Management; *Team Training; Teamwork; Total Quality Management
IDENTIFIERS- Continuous Improvement; *Just in Time Systems; *Ohio University; Project Management

The skills necessary to compete in a fast paced business environment--critical thinking, risk taking, team building, project management, and others--are not and cannot be addressed in the traditional delivery of an undergraduate business course. The Ohio University-Lancaster Management program uses a project based, just-in-time (JIT) approach to learning, introducing new concepts as they arise in the course of solving real business problems. The program intends to more effectively serve the entrepreneurial business community, business education's important external customers, with more effectively and correctly prepared business practitioners who will make sound contributions to the business from their first day on the job. The Ohio University-Lancaster Team Internship program has five foundation principles: (1) project based curriculum; (2) multiple iterations at varying and increasing levels of experience; (3) handles larger numbers of students in program; (4) program is driven by continuous improvement quality skills and strategy; and (5) introduces business software during project applications through JIT pull system. The classes in the program are team problem solving based, actual business project driven, hands-on learning environments where students are exposed to and required to exhibit certain skills, attitudes, and knowledge areas. A business software tool is presented only when a student or team is ready to apply it in a problem solving situation or for project activities. The paper also compares benefits and accomplishments of JIT versus the more traditional JIC (just in case) approach, similarities between production systems and education systems, and potential accomplishments of JIT approach in business education. (SWC)

ED 405 822 IR 018 262

Creighton, William J.; And Others
C-CUE: A Regional Consortium in Action.
PUB DATE- 96
NOTE- 7p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer Assisted Instruction; Computer Mediated Communication; *Curriculum Development; Distance Education; *Educational Technology; *Faculty Development; Higher Education; Information Sources; Instructional Development; *Internet; Teacher Role; Teaching Methods; *Technological Advancement
IDENTIFIERS- *Technology Integration

Most colleges and universities have Internet connections that provide students and faculty access to a world of information resources. The challenge for instructors and the administrators is integrating these resources into the curriculum. One of the most influential technologies is electronic mail, which helps foster communication between teachers and students. New information technology is also giving life to distance education, with interactive video being supplemented with bulletin boards, listservs, and Web pages. This sort of interaction has not yet advanced to the point where it can substitute for the traditional classroom experience, nor is it anticipated to do so. Whether the lecture is over a distance, or in a traditional classroom, difficult concepts can become clearer when visual examples are there for the student's edification. The changing nature of the Internet makes navigation a challenge. The UWired program at the University of Washington is an attempt to bring the tools and skills within the reach of the average student. The UWired model shows that a well-planned and officially sanctioned program can work in integrating technology into students' lives; what is even more important is giving faculty a firm footing in these new techniques. Technology assists active learning, but teaching methods and teacher roles need to change as well. Teaching on the World Wide Web will mean changing content and appearance on a regular basis to fit student expectations of Web content; it will also mean an increasing need for the instructor to learn and adapt. (AEF)

ED 405 840 IR 018 280

Tillman, Michael L.
World Wide Web Homepage Design.
PUB DATE- Mar 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Cognitive Processes; Computer Graphics; Computer Interfaces; Computer Networks; Concept Mapping; Educational Research; *Hypermedia; Information Retrieval; Multimedia Materials; Navigation (Information Systems); Online Searching; Online Systems; *Screen Design (Computers); Search Intermediaries; *World Wide Web
IDENTIFIERS- Computer Mapping; Computer Users; *Home Pages; Impact; Links (Indexing)

This paper examines hypermedia design and draws conclusions about how educational research and theory applies to various aspects of World Wide Web (WWW) homepage design. "Hypermedia" is defined as any collection of information which may be textual, graphical, visual, or auditory in nature and which may be accessed via a nonlinear route. The paper covers hypermedia background and terminology, screen design, information

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Community; *Computer Mediated Communication; Computer Uses in Education; *Distance Education; *Educational Technology; Elementary Secondary Education; Foreign Countries; Information Networks; Online Systems; Rural Areas; *Rural Education; Technological Advancement
IDENTIFIERS- Canada; *Learning Communities; Saskatchewan; *Virtual Classrooms

Learning communities are collections of autonomous, independent individuals who are bound together by natural will and a set of shared ideas and ideals, and who are engaged by influencing each other within a learning process. This definition depends on a new concept of community, technology, and learning, in which relationships occur via many non-traditional (electronic) or non-mediated language discourses within environments. Unlike most organizational cultural communities, a learning community must be open--allowing learners and educators to engage in learning opportunities with whomever they choose, from among many sources, so that everyone has the opportunity to develop relationships with other learners and educators outside the traditional boundaries of the school. Building on its definition of "community," this paper discusses: foundational theoretical issues and practical considerations for building learning communities within the context of a technologically integrated world; four types of virtual learning communities and their purposes--relationship, place, mind, and memory; characteristics of virtual learning communities and the contributions technology can make to building them--negotiation, intimacy, commitment, and engagement; questions raised by virtual learning communities; and thoughts for rural educators on applying community-building principles to building successful learning communities within modern-day rural Saskatchewan (Canada). (Contains 13 references.) (Author/SWC)

ED 405 858   IR 018 308

Bundesen, Lynne; And Others
Click! 101 Computer Activities and Art Projects for Kids and Grown-Ups.
PUB DATE- 97
NOTE- 254p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Books (010)
DESCRIPTORS- Adults; *Art Activities; Children; Citizen Participation; *Computer Games; Computer Graphics; *Creative Activities; Family (Sociological Unit); Holidays; Learning Activities; Microcomputers; Play; Schools
IDENTIFIERS- Icons; Parties (Social Gatherings); Stationery; Windows (Software)

This book presents 101 computer activities and projects geared toward children and adults. The activities for both personal computers (PCs) and Macintosh were developed on the Windows 95 computer operating system, but they are adaptable to non-Windows personal computers as well. The book is divided into two parts. The first part provides an overview of various Windows features. The second part contains the activities and projects. Activities are subdivided into the following categories: "My Computer," "Games," "Me, My Family, and Friends," "Stationery," "Parties," "School," "Creative Art," "Craft Box," "Help Around the World," and "Holidays." A list of useful management technique for reducing absenteeism. Underlying causes of absence include morale and change. Organizational structure also has a strong effect on motivation and productivity. High job-involvement and organizational commitment reduce the likelihood of absence. The best methods for an organization to adopt to reduce absenteeism include: (1) modifying the organizational environment through the adoption of a good attendance policy that is fair and consistently applied, has a substantial reward system, is easily understood and administered, is self-policing, and is financially sound; (2) participation and rewards, such as involvement in decision-making, profit-sharing, share ownership, fringe benefits, bonuses, or a modified work week; and (3) self-management training, which teaches people to modify their own behavior and improves self-esteem and confidence. (Contains 15 references.) (Author/SWC)

ED 405 875 IR 056 304

Kinnell, Margaret; Garrod, Penny
Benchmarking and Its Relevance to the Library and Information Sector. Interim Findings of "Best Practice Benchmarking in the Library and Information Sector," a British Library Research and Development Department Project.
PUB DATE- 95
NOTE- 15p.; Paper presented at the Northumbria International Conference on Performance Measurement in Libraries and Information Services (1st, Northumberland, England, August 30-September 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Business; Evaluation Methods; Foreign Countries; Higher Education; *Information Services; *Libraries; Library Policy; Library Surveys; *Organizational Development; Private Sector; Program Effectiveness; *Quality Control; Research Methodology; *Total Quality Management; User Satisfaction (Information)
IDENTIFIERS- Barriers to Implementation; *Benchmarking; British Library (England); European Quality Award; Quality Indicators; Service Quality

This British Library Research and Development Department study assesses current activities and attitudes toward quality management in library and information services (LIS) in the academic sector as well as the commercial/industrial sector. Definitions and types of benchmarking are described, and the relevance of benchmarking to LIS is evaluated. Study methodology and interim findings of the ongoing project are detailed. A survey found that the 53% of respondents have no formal policy on quality. While benchmarking is used by only 7% of respondents, 81% utilize user feedback is utilized to measure and evaluate performance. Examples of current practice reveal the problems faced by LIS in both the academic and commercial sectors. Benchmarking is a "quality" tool which should form part of an overall quality program aimed at improving services. Quality management is considered beneficial to the library and information sector, but a model suiting the exact needs of the sector has not yet been identified. Appendices include study methodology; definitions; procedure; types of benchmarking; relevance; graphical representation of survey responses; how quality policies are communicated to LIS staff; the European Model for Total Quality; and future collection instruments, and bibliography. (Contains 47 references.) (Author/SWC)

ED 405 894 IR 056 341

Galler, Anne M., Comp.
Annotated List of Periodicals for Canadian School and Public Libraries.
PUB DATE- 96
NOTE- 102p.; Some entries are in French.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; Foreign Countries; Library Collection Development; *Periodicals; *Public Libraries; Reading Materials; *School Libraries
IDENTIFIERS- *Canada

This annotated list of periodicals is intended for both public libraries and school libraries in Canada. While focusing on Canadian magazines, this publication also cites some non-Canadian material suitable for Canadian school and public library collections. Most of the material is suitable for the average child or youngster, although there are some adult titles which enrich and augment the collection. An English annotation is given for all periodicals, even when French material is cited. Periodicals are arranged alphabetically by title and each listing includes publishers' address, telephone and fax number, subscription cost, audience level, a list of sources where the periodical is indexed, evaluative/informative annotation, ISSN/ISBN code, and month and year when the information was verified. An index groups periodicals by subject. (Author/SWC)

ED 405 895 IR 056 342

Soete, George J.
Transforming Libraries: Issues and Innovations in Geographic Information Systems, Volume 2. SPEC Kit 219.
PUB DATE- Feb 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; Case Studies; *Computer Graphics; *Computer Simulation; Computer Software; Futures (of Society); Higher Education; Library Collection Development; Library Cooperation; Library Funding; *Library Planning; *Library Services; Problem Solving; Public Libraries; Technological Advancement; Trend Analysis; User Needs (Information)
IDENTIFIERS- *Geographic Information Systems; Partnerships in Library Services

Geographic Information Systems (GIS) integrate computer hardware, software, data, and the human mind to bring new perspectives to creative problem solving. The power of GIS is in adding a graphic, spatial dimension to problem solving. Still an policies; (3) descriptions of model programs at community colleges related to student recruitment, retention, and mentoring; (4) descriptions of exemplary college programs for achieving diversity among faculty, administrators, and staff; and (5) a discussion of strategies for achieving diversity in contracting and purchasing through minority business outreach. (HAA)

ED 405 913   JC 970 215

Lee, Lucy
Civic Literacy, Service Learning, and Community Renewal. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 97
NOTE- 4p.; Drawn from "Promoting Community Renewal Through Civic Literacy and Service Learning, New Directions for Community Colleges, Number 93," edited by Michael H. Parsons and C. David Lisman; see ED 392 510.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Role; *Citizenship Education; *College Role; *Community Colleges; Community Development; Models; *School Community Relationship; *Service Learning; Teacher Role; Two Year Colleges
IDENTIFIERS- *Community Renewal; ERIC Digests

At a time of widespread public cynicism about social institutions, America's community colleges are striving to reconnect with the communities they serve and function as catalysts for community renewal. In a recent national survey, about a third of the colleges questioned had formalized service learning in their course work, and nearly half provided an office or campus center to coordinate service opportunities and communicate them to students. In establishing service learning and civic literacy components, faculty support is crucial, while methods that faculty can use to demonstrate the ideas behind good community citizenship include balancing course materials to reflect the values of both individual rights and community responsibility and being prepared to confront ethical issues. Trustees and administrators, for their part, can model good citizenship by working for partnerships between education, business, and the community, as well as by sharing and publicizing "best practices" in community services. These are only first steps, however, and it is important that students move from theory in the classroom to reality via service learning in their communities and that their civic literacy include an understanding of the workplace within the broader social context. Finally, community-based programming models help community colleges address the most critical issues facing their communities and can place the colleges at the heart of efforts for community renewal. (HAA)

ED 405 914   JC 970 221

Satterlee, Brian
International Partnership in Educational Strategic Planning and Evaluation: The Muffles College Project.
PUB DATE- Aug 96
NOTE- 16p.; Paper presented at the Annual Conference of the Community Colleges for International Development (20th, Orlando, FL, February 2-4, 1997).

requiring continuous improvement based on continuous assessment of results. The initiative is now in the third phase of stage one. To date, more than 1,500 adults have been surveyed to determine what they need from the adult literacy/lifelong learning system to meet their responsibilities as parents, citizens, and workers, and the survey findings have been synthesized into parent, citizen, and worker "role maps," which are presented. (A glossary and list of contact persons are included.) (MN)

ED 405 465 CE 073 641

A Guide to Special Demonstration and Teacher Education Projects: Special Answers for Special Needs.
PUB DATE- Jan 97
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Educators; *Adult Literacy; Adult Students; Annotated Bibliographies; Competency Based Education; Computer Assisted Instruction; Correctional Education; Daily Living Skills; *Demonstration Programs; Disabilities; Educational Technology; English (Second Language); Family Literacy; Family Programs; High School Equivalency Programs; *Literacy Education; Older Adults; Program Administration; *Special Needs Students; Staff Development; *Teacher Education; Volunteers; Workplace Literacy; Writing Instruction
IDENTIFIERS- 353 Project; General Educational Development Tests

This document profiles 285 adult education and literacy resources that were developed with funding provided under Section 353 of the Adult Education Act. The resources are grouped according to the following categories: adult education program management; adults with disabilities, competency-based adult education; corrections education; English as a second language; evaluation/assessment; family literacy; general educational development; life skills; literacy; older persons; staff development; teacher education; teaching writing; technology/computer-assisted instruction; volunteers in adult education; and workplace literacy/work force literacy. A wide variety of publication types are profiled, including the following: workbooks; teacher guides; administrator guides; project reports; curriculum guides; project reports; annotated bibliographies; supplementary reading materials; and resource guides for practitioners and parents. Each entry contains some or all of the following: description mentioning the resource's publication type, purpose/intended audience, major components, special features, and ratings from instructors and/or learners; source; and price. Appended are Division of Adult Education and Literacy and ERIC order forms. (MN)

ED 405 466 CE 073 646

Goosman, William F.
Learning How To Compete. Workforce Skills and State Economic Development Policies. Investing in People Project. Issue Paper No. 5.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- Feb 95
NOTE- 34p.
LANGUAGE- English

PUB DATE- Nov 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; College Programs; Continuing Education; *Distance Education; Foreign Countries; Higher Education; *Nontraditional Students; Program Effectiveness; Sex Bias; Sex Fairness; Student Attitudes; *Technical Education; *Technological Advancement; *Womens Education
IDENTIFIERS- Australia; Great Britain; Guyana

Throughout the world, women are underrepresented in technical fields as a result of the segmentation of the labor market and the internalization of expectations for women. Distance education can make an important contribution in overcoming barriers to women's participation in technology in the developed and developing world. The Open University in Britain has been successful in using distance education to recruit women into a course designed to help women who had qualified as engineers to bridge career breaks with updating education. An Australian initiative for rural women involved a community-based distance education program intended to increase the number of mature women entering science and engineering courses, characterized by its consultative approach to program development and strong student support systems. In Guyana, a community-based distance education program involved training for local women in the design, construction, and use of appropriate technologies related to energy saving. These distance education initiatives involving bridging courses, conversion courses, and community-based programs show that distance education can achieve results in facilitating the participation of women, both young and mature, in technological education. For women to become full participants in technological fields, however, wider efforts are needed to combat gender bias. (Contains 36 references.) (KC)

ED 405 485 CE 073 697

Cumming, Joy
Adult Numeracy Policy and Research in Australia: The Present Context and Future Directions.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 96
NOTE- 33p.; Prepared for the National Research Strategy in Adult Language, Literacy, and Numeracy Project, December 1995.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Policy; *Educational Research; *Educational Trends; English (Second Language); Foreign Countries; Government School Relationship; *Literacy Education; Needs Assessment; *Numeracy; Public Policy; Research Needs; State of the Art Reviews; Trend Analysis
IDENTIFIERS- *Australia

Although adult numeracy or basic mathematics classes have existed throughout Australia since at least the 1970s, they did not receive prominence in provision or policy until the endorsement of the Australian Language and Literacy Policy in 1991. The following are still lacking, however: expectation that adult numeracy teachers will have formal specific qualifications; systematic exploration of the nature of numeracy and development or nationally agreed-upon definitions; clear policy

Wastes; Work Environment
IDENTIFIERS- *Protective Clothing

Intended for boat captains, this illustrated book describes hazards, activities at risk, precautions to take, and procedures for spills. The inside front and back covers provide general rules for treatment of poisonings and emergency phone numbers. Chapter 1 focuses on recognizing the risk and causes of shipboard hazards and describes hazardous materials. Chapter 2 provides this information on common hazardous materials: where it is found, activities at risk, early signs of exposure, long-term health effects, how to protect oneself, and special precautions. These materials are included: asbestos; chromates, chrome, chromium; cleaners; epoxy resins; fiberglass, glass wool; fire extinguishers; gases; glues, sealants, pipe dope; isocyanates; paint solvents and pigments, primer, coating, antifouling paints and compounds, urethane; polychlorinated biphenyls (PCBs); nonionizing radiation; refrigerants; silica; solvents, degreasers, metal cleaners; welding, soldering, brazing, burning, and cutting fumes and materials; and wood preservatives. Chapter 3 focuses on confined spaces, including testing, ventilating, personal protective equipment, and preparation for confined space entry. Chapter 4 describes personal protective equipment: respirators, gloves, protective clothing, hearing protection, and eye wear. Chapter 5 discusses procedures for hazardous spills on board. Chapter 6 considers labels and laws. Chapter 7 provides instruction on how to interpret a material safety sheet. Contains references for print and organizational resources. (YLB)

ED 405 503 CE 073 746

Black, Neil
Technical and Vocational Education for Rural Development: Delivery Patterns.
PUB DATE- Jan 97
NOTE- 9p.; Produced by the International Project on Technical and Vocational Education (UNEVOC), Berlin, Germany.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- Curriculum Development; *Delivery Systems; Elementary Secondary Education; Foreign Countries; Job Training; Postsecondary Education; Professional Development; Program Development; Program Implementation; *Resource Centers; Rural Areas; *Rural Development; *Vocational Education

Experts in technical and vocational education and training (TVET) from 11 countries participated in a UNESCO International Workshop. The countries were: Australia, Brazil, Canada, Colombia, India, Jordan, Kenya, Mexico, Poland, Republic of Korea, and South Africa. Workshop participants identified a range of issues relating to improving the contribution of TVET to rural development. Rural communities were defined as having more widely dispersed people and production; restricted access to basic services due to a lack of critical mass; and focus on cultivating or extracting primary products. The following recommendations were made: (1) future strategies for TVET development and delivery should involve the community, provide for relevance to rural situations, and include flexible course structures and delivery strategies; (2) UNESCO Member States should develop and implement appropriate strategies to popularize TVET; (3) Member States should review levels of literacy and numeracy achieved from school education to ensure students were prepared to use technologies required in TVET group interviews, were used in this study. The purpose of the study was to evaluate the impact of family life education on schoolgirl pregnancy, and to identify the factors that facilitate the return to school of girls who drop out because of pregnancy. Since independence in 1966, Botswana has experienced a dramatic expansion and improvement of educational facilities. The commitment of post-independence governments to provide universal basic education resulted in a rapid increase in primary and secondary enrollments. This impressive record of educational progress is hampered by high "leakage" rates after primary school and after junior secondary school, due to schoolgirl pregnancies. This study shows that pregnancy caused 7.8% of the women aged 15-49 to drop out of primary school, as well as 19.7% of those who attended secondary school. Recent family life education efforts that have been instituted have affected this rate somewhat, but there is a continued need to strive for more comprehensive and higher quality family life education programs as well as a need for policies that encourage and facilitate the return to school of pregnant students who dropped out. (RJM)

ED 405 522   CG 027 443

Juvenile Justice and Delinquency Prevention Act of 1996. Senate, 104th Congress, 2d session. Report Together with Additional Views To Accompany S. 1952.
PUB DATE- 16 Sep 96
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Delinquency Prevention; Elementary Secondary Education; *Federal Legislation; *Policy Formation; Public Policy; *Violence
IDENTIFIERS- Congress 104th; *Juvenile Justic Delinquency Prevention Act 1974; Proposed Legislation

Existing U.S. Federal law has not been sufficiently effective in preventing youth violence or in ensuring the punishment of juvenile offenders. Young people are the most violent segment of American society, and there is little reason to believe that a continuation of present Federal policy is likely to reduce youth crime. Bill S. 1952 seeks to make significant changes in the Juvenile Justice and Delinquency Prevention Act. The legislation: (1) makes changes designed to ensure that the Federal Government's policy toward youth violence is focused on those activities that the Federal Government can perform best, that are appropriately Federal, and that would be unlikely to be undertaken by state or local levels of government; (2) eliminates many bureaucratic and procedural requirements of current law; (3) reauthorizes the Runaway and Homeless Youth Act and Missing Children's Assistance Act; and (4) repeals authorizations for programs for which there is little or no evidence of success in preventing youth violence and reallocates those funds. The contents of this legislative report, submitted by Mr. Hatch from the Committee on the Judiciary, are: (1) Purpose; (2) Legislative history; (3) Discussion; (4) Vote of the Committee; (5) Section-by-section analysis; (6) Cost estimate; (7) Regulatory impact statement; (8) Additional views of Messrs. Kennedy and Feingold; (9) Additional views of Mr. Kohl; and (10) Changes in existing law. (JBJ)

ED 405 523   CG 027 444

hospital and clinic settings, hospices, business and industry, alcohol and drug abuse, and consultative arrangements. Inherent in such analyses is the important notion that mental health counselors possess "elastic" skills; skills which are not limited to specific populations or institutions but are generalizable to a broad array of primary, secondary, and tertiary mental health purposes. The text reflects the elements of an activist credo and its format outlines the challenges to which the long-range planning of the profession must be committed. The book examines the historical perspective of mental health counseling; its theory and practice; the broad-based nature of employment; licensure, credentialing and legislation; and assessment, research, ethics, curriculum and trends in mental health counseling. Contains name and subject indices. (RJM)

ED 405 543 CG 027 593

Higher Education Survey, 1996. Evaluation Report.
PUB DATE- Jul 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Daily Living Skills; *Graduate Surveys; Graduation Requirements; Higher Education; High Schools; *Program Effectiveness; School Effectiveness; *Skill Development; *Student Behavior; Student Surveys

Evaluation is an important component of measuring educational effectiveness. The purpose of this survey is to analyze the attainment of "graduate standards," a school district's list of ten statements of adult roles, skills, and education all students need in order to be successful after high-school graduation. These standards encompass areas such as academic achievement, self-directed learning, complex thinking, communication skills, problem solving, interpersonal relationships, collaborative working, creative quality production, community contributions, and health consciousness. For the survey, two institutions of higher education rated eighty-four graduates of the school district. Students rated highest on strong interpersonal relating and lowest on collaborative work. The next highest rated category was community contributors, with the average of all standards falling in the middle range. The major purpose of this survey was to determine if there is agreement between higher educators' ratings and those of employers and the graduates themselves in terms of the graduate standards. The latter two measures are forthcoming. Five appendices list the graduate standards, the survey form, and survey results. (RJM)

ED 405 544 CG 027 594

Parent Satisfaction Survey, 1995/96. Evaluation Report.
PUB DATE- Dec 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Children; Daily Living Skills; Elementary Secondary Education; Graduation Requirements; Opinions; *Parent Attitudes; Parent School Relationship; Program Effectiveness; *Satisfaction; *School Effectiveness;

school personnel concerned with early intervention in reading to reliably identify children likely to develop reading disabilities (RD). A total of 446 kindergarten children from diverse geographic (west and east coasts), community (urban/rural), and economic (middle/low socioeconomic status) conditions were tested and followed through first grade. The strategy involved: (1) establishing selection measures and scoring criteria; (2) testing the parameters on a new cohort of children from a different geographic location, socioeconomic level, and ethnicity; (3) exploring the relative accuracy of RD predictors gathered in kindergarten and at the beginning of first grade; and (4) testing the contribution to RD prediction of including a measure of dynamic segmentation in which children received varying levels of prompts. Discriminant analysis based on a small set of predictors gathered in kindergarten or early first grade yielded high hit rates in distinguishing children who exhibited an RD profile at the end of first grade. Measures taken early in first grade were more accurate discriminators of future RD than were measures taken later in kindergarten, which in turn were more discriminating than measures taken early in kindergarten. Whereas phonemic segmentation and rapid letter naming qualified as primary discriminators of RD at all three screening windows, three other tasks were primary discriminators at some but not other screening windows. (Contains 24 references, 4 tables, and 5 figures of data. Two kindergarten tests are attached.) (Author/RS)

ED 405 564   CS 012 752

Murphy, Nancy
A Multisensory vs. Conventional Approach to Teaching Spelling.
PUB DATE- May 97
NOTE- 31p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; Conventional Instruction; Grade 3; Learning Strategies; *Multisensory Learning; Primary Education; *Spelling; *Spelling Instruction; Word Lists
IDENTIFIERS- Spelling Growth; T Test; *Visual Auditory Kinesthetic Tactile Instruction

A study examined whether a multisensory approach to spelling instruction would have an impact on spelling achievement. It was hypothesized that there would be no significant difference in the spelling performance os students using a multisensory approach and those using a conventional approach. Subjects were 20 heterogeneously grouped third-grade students (10 boys and 10 girls) in a middle-class suburban school district. The students were placed randomly into 2 different samples and given a pretest of 60 high frequency writing words, with the list broken down into 4 lists of 15 words, given each week in the form of a spelling contract. Students in the experimental sample were taught using a multisensory approach (VAKT), while a more conventional test/study/test approach was used with the second group. Visual and auditory activities were used. After instruction, posttests were given and results were analyzed using t-tests of mean differences. Pre- and post- writing samples were taken to evaluate the students' spelling in their daily writing. Results indicated that there was an 11% difference in mean scores of posttests. Findings suggested that the study's hypothesis was supported and no significant

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Elementary Education; Handwriting; Independent Study; *Phonetics; Reading Improvement; *Reading Instruction; Remedial Instruction; *Spelling; *Spelling Instruction; Teaching Guides; Writing Improvement; Writing Instruction
IDENTIFIERS- Orton (Samuel); *Phonograms

This audiotape is meant for use by teachers and others to learn the 70 common Orton phonograms in preparation for teaching their students, by adults who wish to improve their own language and spelling skills, and by students for practice (with supervision) after they have learned letter formation of the alphabet. The audiotape presents the phonograms in the order in which they appear on the leaflet and on the companion phonogram cards. The phonograms on the audiotape are paced so that average first-grade students have time to repeat the sounds aloud and write its phonogram. The audiotape comes with an explanatory leaflet which contains step-by-step instructions for using the audiotape. (RS)

ED 405 583 CS 012 773

Fuller, Cheri
Motivating Your Kids from Crayons to Career: How To Boost Your Child's Learning and Achievement without Pressure.
PUB DATE- 90
NOTE- 271p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Academic Achievement; Childhood Interests; Educational Benefits; Elementary Secondary Education; Geography Instruction; *Individual Development; *Language Arts; *Learning Motivation; Mathematics Instruction; One Parent Family; *Parent Child Relationship; *Parent Role; Skill Development; *Student Motivation; Success
IDENTIFIERS- *Knowledge Acquisition

Based on the premise that children need to be motivated to learn in school to achieve success, this guide is intended for parents who want to help their children realize the benefits of learning and knowledge. The guide offers effective methods for challenging and supporting children at school and throughout their lives, provide insights into how and why children are motivated or demotivated, and presents "easy-to-apply" learning ideas and practical suggestions supported by specific examples. Chapters in the guide are: (1) Motivation: What Is It?; (2) The Foundation: Building a Close Parent-Child Relationship; (3) The Power of Positive Role-Modeling; (4) Avoiding Pressure, Stress and Burnout; (5) The Power of Positive but Realistic Expectations; (6) Avoiding the Pitfalls of Perfection; (7) Maintaining a Healthy Perspective on Grades; (8) The Power of Patience; (9) Motivation Booster #1: Building on Strengths and Interests; (10) Motivation Booster #2: Developing Language Skills; (11) Motivation Booster #3: Storytelling; (12) Motivation Booster #4: Encouraging a Lively Curiosity; (13) Motivation Booster #5: Awakening the Power of Observation; (14) Motivation Booster #6: Where in the World Is Nairobi? (Encouraging Kids to Love Geography); (15) Overcoming

*Teacher Attitudes; *Teacher Role; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Educational Issues; Historical Background; Social Constructivism; Teaching Perspectives

This book asks teachers to examine their beliefs about language, the beliefs of other educators, and the implications of those beliefs for English classes, where the primary goal is to foster language development through reading, writing, listening, and speaking. It is offered as a catalyst to the ongoing process of research and reflection that is an essential part of good teaching. As discussed in the book, the 4 perspectives on language--as artifact, as development, as expression, as social construct--are quite different from each other, although they overlap in some places; some ideas and techniques are applicable to more than one perspective. Included are examples of the way a teacher might go about implementing each approach at different levels and in different kinds of classrooms. The book also addresses the history of teaching English and the effect that history has on present-day teaching; the personal and social factors essential to understand individual students and particular classrooms; the various methods of evaluation English teachers can use; and the social forces that impinge upon the English classroom. Chapters in the book are: (1) Why Teach English?; (2) Reading Kids and Classrooms; (3) Becoming an English Teacher: Theory into Practice; (4) Language as Artifact; (5) Language as Development; (6) Language as Expression; (7) Language as Social Construct; (8) Exploring and Evaluating the Approaches; (9) Evaluation; and (10) The Social Dimensions of Schooling. (NKA)

ED 405 603   CS 215 794

Weidauer, Friedemann
Reforming the Literary Canon by Teaching It.
PUB DATE- Nov 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (Philadelphia, PA, November 22-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Higher Education; *Literary Criticism; *Literature Appreciation; Social Problems; Student Needs
IDENTIFIERS- Aesthetic Reading; Controversy; Diversity (Student); Educational Issues; Historical Background; *Literary Canon

This paper addresses what is illusionary about the implication that a more representative canon has anything to do with a more representative student body and university administration and, ultimately, a better representation of marginalized groups in society. It considers the institutional and methodological barriers which hinder such changes and then turns to its main thesis that for any reform of the canon and of the curriculum in literature to be successful students first need to learn about the controversies surrounding the definitions and redefinitions of the canon. The paper argues for bringing the debate within the profession into the classroom, noting that both sides at odds do not consider the change in higher education's structure, wherein the teaching of literature becomes ever more marginalized as colleges turn into pre-professional schools with little room for the liberal arts. It stresses that only by giving students a clear picture of how

1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Active Learning; Communication Research; *Cooperative Learning; Interpersonal Communication; *Learning Processes; *Learning Theories; Organizational Change; *Organizational Communication; Small Group Instruction
IDENTIFIERS- Collaborative Learning; *Dialogic Communication; *Organizational Learning; Reflection Process; Research Suggestions

Organizational learning is fundamentally a communication phenomenon and, as such, communication research is particularly well suited to contribute to the understanding of this occurrence. Three communicative processes are constitutive of learning organizations: (1) collective thinking processes, whose three components are collectivity, idea evaluation, and idea extension, allow people with differentiated areas of expertise to combine their knowledge and produce outcomes they could not produce on their own; (2) reflection on past action promotes the creation of new action based on that insight; further action and observation of the consequences generates new insight; and (3) dialogue encourages people to gradually suspend their defensive exchanges and probe for the underlying reasons for their differences. Dialogue becomes the central feature of this tripartite formulation because collective thinking is impossible without it, and reflection is of little value unless its outcomes are meaningfully deliberated. There are four constituent aspects central to the dialogue process: metacommunication, commitments, disclosure, and climate. The idea of learning as a collective and collaborative endeavor undertaken by work groups in a way that enables these groups both to expand their capacity to create knowledge and adapt their structure, practices, and technologies to reflect their new insight is especially timely for contemporary organizations. Future research can make use of this communication literature review as a framework. (Contains 4 tables and one figure and 71 references.) (Author/CR)

ED 405 626 CS 509 477

Houley, Kevin; Dillon, Andrew
Design for Living: The Theoretical and Practical Relevance of HCI to Communication Research.
PUB DATE- Nov 96
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Action Research; *Communication Research; *Computer Interfaces; *Information Technology; Innovation; Interdisciplinary Approach; Research Methodology; Theory Practice Relationship
IDENTIFIERS- Technology Integration

Viewed through an investigation of the cultural and social impact of Information Technology (IT), this paper attempts to illustrate the theoretical and practical utility of HCI (Human Computer Interaction) to communication research. Informed by the full integration hypothesis, which suggests that

Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties. Federal Register, Part VII: Department of Education, Office of Civil Rights. Notice.
PUB DATE- 13 Mar 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Journal Articles (080)
DESCRIPTORS- *Civil Rights; Compliance (Legal); Constitutional Law; Due Process; *Educational Environment; Elementary Secondary Education; *Federal Legislation; Grievance Procedures; Privacy; *Sexual Harassment; *Student Rights

This document contains the final policy guidance issued by the Assistant Secretary for Civil Rights, which is called the "Sexual Harassment Guidance." Sexual harassment of students is prohibited by Title IX of the Education Amendments of 1972. The guidance provides educational institutions with information regarding the standards that are used by the Office for Civil Rights (OCR), and information that institutions should use, to investigate and resolve allegations of sexual harassment of students by school employees, other students, or third parties. The document describes the purpose of the guidance, the process involved in developing the guidance, and a summary of comments on the peer-guidance and employee-guidance sections. The actual guidance discusses the applicability of Title IX; the liability of a school for sexual harassment; the definition of "welcomeness" (as it pertains to unwelcome conduct); the definition of "severe, persistent, or pervasive" (as it applies to hostile environment); school notice of a violation; procedures to be taken once a school has notice of possible sexual harassment; prompt and equitable grievance procedures; and First Amendment considerations. (Contains 102 footnotes.) (LMI)

ED 405 646 EA 028 276

Kim, Edward
Catholic High Schools: 1. History, Governance, Finance and Curriculum; 2. Catholic Identity and Student Outcomes; 3. Catholic Identity and Politics.
PUB DATE- 5 May 94
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Catholics; *Catholic Schools; Conflict Resolution; Educational Environment; Governance; *High Schools; *Parents; Politics of Education; Power Structure; Religious Education; *School Culture; *Teacher Qualifications
IDENTIFIERS- Identity (Psychological)

This paper discusses a project that attempts to update what is known about Catholic schools, articulates the shape and direction that the Catholic high schools have taken, and clarifies certain myths and lores of Catholic education--specifically, that Catholic identity has a direct impact on student achievement, and that Catholic identity is maintained exclusively by religious leadership. The first part describes the history, governance, finance, and curriculum of Catholic education. The second part analyzes whether Catholic schools are doing what they say they are doing. It specifically attacks the position that Catholic schools do not need to bar the laity higher education related to legislative mandates, specifically Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act; (2) reasonable accommodation procedures for academic programs, focusing on student, staff, and faculty responsibilities; (3) reasonable accommodation procedures for non-academic or non-employment related activities; (4) reasonable accommodation procedures for applicants and employees of Eastern Washington University; (5) examples of reasonable accommodations for people who are blind or partially sighted, are deaf or hearing impaired, mobility impaired, learning disabled, speech impaired, or chronically health impaired; (6) services and auxiliary aids; (7) evacuation procedures for persons with disabilities; (8) accommodations not required of the University; and (9) internal grievance procedures. The guidebook concludes with a list of approximately 70 handbooks/manuals, journals, newsletters, books, video/audio tapes, and other resources. (JDD)

ED 405 664 EC 303 351

Horsman, Kelley
Job Search Strategies for Students with Disabilities: A Nuts and Bolts Approach: Eastern Washington University Career Opportunities for Students with Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 64p.; The videotape should be accompanied by training materials specific to each school's personal needs. Videotape not available from ERIC. For Faculty/Staff Handbook, see EC 303 350.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Planning; Civil Rights Legislation; *Disabilities; Employment Interviews; Equal Opportunities (Jobs); Federal Legislation; Higher Education; Job Applicants; *Job Application; *Job Search Methods; Networks; Resumes (Personal); Secondary Education; Self Evaluation (Individuals); *Vocational Interests
IDENTIFIERS- Americans with Disabilities Act 1990; Washington

This guidebook is accompanied by a videocassette, on job search strategies for students with disabilities (the videotape should be accompanied by each school's own training materials based on personal needs). The guide begins with information on Title I of the Americans with Disabilities Act. It discusses the Title's purpose, main provisions, and important definitions. The type of employment protections provided in the job application process, during the job interview, in the employment decision, and while on the job are outlined. Students are encouraged to approach their work search and career decision making with careful consideration and enthusiasm. A self-assessment process is presented for examining likes and dislikes in various life activities, leading to a list of skills and interest areas for career development. Tools to help students sort through their skills, abilities, interests, and values in order to make informed career decisions are noted, along with descriptions of publications such as the "Dictionary of Occupational Titles." Networking and informational interviews are presented as methods of gaining information and contacts in certain types of work and learning of open positions. Suggestions for writing resumes and cover letters are offered. Procedures for

ED 405 683 EC 305 383

Shaughnessy, Michael F.; And Others
Teaching the Mentally Retarded Parenting Skills: International Perspectives.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Child Rearing; *Comparative Education; Foreign Countries; *Mental Retardation; Mothers; *Parent Education; Parenting Skills; *Parents with Disabilities; Research Needs; Sex Education; Sexuality

This paper reviews the literature and offers an international perspective on current programs and issues in training individuals with mental retardation to parent, nurture, and care for their children. The first section reviews the limited research on the development of children of mothers with mental retardation, some existing parent training programs, and outcomes in parenting education for these parents. The second section specifically addresses parenting and sexuality education for parents with mental retardation. Some guidelines for parents are offered. A section on international perspectives describes a Canadian parenting education program for this population. Parenting education efforts in Australia, Pakistan, Finland, and Korea are briefly reviewed. The procedure used in Hong Kong to assess an individual's ability to understand and consent to the responsibilities of marriage is explained. The paper urges more systematic and standardized research in this area. (Contains 38 references.) (DB)

ED 405 684 EC 305 384

Bonilla, Carlos A., Ed.; Goss, Joyce, Ed.
Public (K-12) Education's Hot Jalapenos. Topics Picantes in Special Education.
PUB DATE- 97
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Modification; *Biofeedback; *Disabilities; *Drug Therapy; Elementary Secondary Education; Hyperactivity; *Inclusive Schools; Intervention; Mainstreaming; *Public Education; Social Integration
IDENTIFIERS- Ritalin

This monograph contains two papers which address the controversial issues of drug therapy for children with attention deficit/hyperactivity disorder (ADD/ADHD) and full inclusion of children with disabilities in regular education. The first paper, "Club MED: Diagnosis ADD/ADHD" (Lynne A. Phillips et al.), explores the ramifications of over-diagnosis of ADD and ADHD and the alternatives to drug therapy for affected children. A brief discussion of the recent escalation of diagnosis and medication of children with ADD is given. The paper then offers a teacher's perspective and a behavioral modification guide. An alternative to drug treatment, biofeedback, is discussed. The second paper, "Full Inclusion: One Size Fits All?" (Lisa Dondero et al.) summarizes in the first section the legal bases for inclusion efforts, describes successful implementation in a program which includes students

This report reviews and compares the legal rights of students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. The first and second sections detail the statutory framework of the laws and legal requirements pertaining to eligibility, identification, and local and state program responsibility, including provisions on the population protected and age ranges. Section 3 describes the provisions on evaluations and evaluation safeguards in the two laws, including language affecting notice and consent for evaluation, the nature of the evaluation, evaluation methods, independent evaluations, interpretation and use of evaluation results, and review and reevaluation. Section 4 focuses on provisions in the two laws that address programming and placement decisions and provides information on the requirements of individualized education programs and least restrictive environment. Requirements governing parental participation are also described. The final section deals with parent challenges to school decisions and includes a review of provisions on notice, complaints, hearings, appeals, civil action, child's placement status during administrative and judicial proceedings, remedies, and attorneys' fees. Court decisions are cited throughout the legal review. (CR)

ED 405 702 EC 305 422

Ordover, Eileen
Obtaining Appropriate Educational Services for Three through Five Year Old Children with Disabilities: An Outline of Selected Legal Issues.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Civil Rights Legislation; Compliance (Legal); *Disabilities; Early Intervention; Educational Legislation; *Eligibility; *Federal Legislation; Legal Problems; *Legal Responsibility; Mainstreaming; Preschool Children; Preschool Education; *Student Placement; *Student Rights; Toddlers
IDENTIFIERS- Americans with Disabilities Act 1990; *Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

The legal aspects of four issues concerned with obtaining educational services for children (ages 3 through 5) with disabilities are outlined and analyzed in this paper. Each issue is discussed in terms of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and/or the Americans with Disabilities Act (ADA), as appropriate. The issues addressed are: (1) eligibility and entitlement; (2) transition from Early Intervention Services for Infants and Toddlers (under Part H of IDEA) to Free Appropriate Public Education (under Part B of IDEA); (3) the meaning of the term "appropriateness" for 3-to-5 year olds; and (4) the definition of "least restrictive environment" for 3-to-5 year olds. (Contains extensive footnotes and in-text citations of the pertinent laws.) (DB)

ED 405 703 EC 305 423

Ordover, Eileen L.
Challenging Abusive Filing of Juvenile Petitions against Children with Disabilities by School Officials.
PUB DATE- Sep 96

PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Observation Techniques; *Disabilities; Elementary Secondary Education; *Inclusive Schools; *Inservice Teacher Education; Mainstreaming; Peer Teaching; Regular and Special Education Relationship; *Teacher Collaboration; *Teacher Improvement; Team Teaching
IDENTIFIERS- *Collegial Coaching

This paper describes collegial coaching as a means of providing general and special educators with the collaboration, materials exchange, and emotional support needed to teach all children in an inclusive setting. A brief review of the literature precedes a discussion of prerequisites for collegial coaching (such as self-confidence and respect for the collegial partner). An action plan is outlined, involving staff development through group building activities; instruction in nonjudgmental mediational competencies; observational techniques; and the policies, procedures and theoretical-conceptual aspects of inclusion. The action plan's guidance for collegial pairs includes developing a mission statement, establishing generalized goals, and identifying specific objectives. The final stage of the action plan is implementation of an inclusive classroom approach that stresses individualization, alternate assignments, and collegial evaluation of progress. (Contains 17 references.) (DB)

ED 405 723 EC 305 447

Fitzgerald, Martha; And Others
Achieving, Behaving, Caring: The ABC's of Early Intervention.
PUB DATE- Feb 97
NOTE- 10p.; Paper presented at the Annual Conference of the Research and Training Center for Children's Mental Health (10th, Tampa, FL, February 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; Behavior Change; *Behavior Disorders; *Early Intervention; *Emotional Disturbances; Individualized Instruction; *Interpersonal Competence; Parent Participation; *Parent Teacher Cooperation; Primary Education; Program Effectiveness; Student Educational Objectives; Time on Task

This report describes first year activities and results of a project comparing two early interventions with 102 children (grades 1 and 2) at risk for emotional or behavior disorders. Fifty-nine children received an intervention involving social skills lessons given on a whole-class basis at least twice a week with information sent home regularly regarding the lessons. The parents and teachers of the remaining 43 children met regularly to do action research focused on the individual child. The parent teacher action research approach involved parent-teacher equality, use of the action research cycle, parent liaison, planning mutual parent-teacher goals for the child, consistency between home and school, and planned transitions. This intervention also utilized the Making Action Plans process to set individual goals for each child. The action research cycle (plan of action, action, reflection, and

ED 405 742 FL 801 121

The Connector, 1995.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Databases; *English (Second Language); Health Facilities; *Immigrants; Language Tests; *Literacy Education; Oral Language; Questionnaires; *Workplace Literacy

Three issues of this newsletter (Spring, Summer, and Fall/Winter), produced by the Project in Adult Immigrant Education at the Center for Applied Linguistics, provide information from the field of adult immigrant education, highlights of programs in a particular industry, "promising practices" in training and development, new resources, and research summaries. In these issues, articles include "Mellon Funds the Project in Adult Immigrant Education at CAL"; "The WorkWorld Resources Database"; "Program Profile: Preparing Health Care Workers for the Role of Interpreting"; "AROE: The Adult Rating of Oral English"; and "Program Profile: The Evolution of a workplace ESL Program." Also included is a WorkWorld Resources Database Programs questionnaire. (Adjunct ERIC Clearinghouse for ESL Literacy Education/JL)

ED 405 743 FL 801 127

Kessler, Carolyn; And Others
Classroom Interaction for Adult Literacy.
PUB DATE- 96
NOTE- 12p.; Paper presented at the International Conference on Teacher Education (2nd, Netanya, Israel, June 30-July 4, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Literacy; *Attitude Change; *Classroom Communication; *English (Second Language); Language Teachers; *Literacy Education; *Professional Development; Program Evaluation; Second Language Learning; Staff Development
IDENTIFIERS- *Texas

This paper reports results of a research study linked to the effort of preparing teachers involved in literacy programs for a large adult population of non-native speakers of English in the state of Texas. Because of a state-initiated plan in Texas, the "Indicators of Program Quality for Adult Education and Literacy," extensive professional development for instructional staff involved in adult education and literacy became crucial, especially for English-as-a-Second-Language teachers. Two objectives of the study were: 1) assessment of the usefulness and effectiveness of professional development programs and 2) investigation of attitudinal change resulting from interactive, hands-on, and experiential staff development modeling indicators of program quality using a process transformative approach. Professional development consists of several formats tailored to local program needs. Issues of second language acquisition, thinking and problem solving, reading, and process writing were considered in the context of learner-centered participatory instruction engaging learners in meaningful interaction in both oral and written English. Findings from the

Level" (Mouna L. Samman); (13) "The Gender Dimension in Agronomy: A Student Perspective" (Willenijm Tuinstra); (14) "Peace Studies" (Sanaa W. Osseiran); and (15) "Teacher Training and the Promotion of Gender Equity: A Case Study of Israeli Society" (Rina Shachar). (Individual papers contain references.) (MDM)

ED 405 762 HE 030 000

Green, Kenneth C.
Campus Computing, 1996. The Seventh National Survey of Desktop Computing and Information Technology in American Higher Education.
PUB DATE- Dec 96
NOTE- 38p.; For previous edition, see ED 394 383.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Colleges; *Computer Assisted Instruction; Computer Managed Instruction; Computer Software; *Computer Uses in Education; Educational Policy; Equipment Utilization; *Higher Education; *Information Technology; Information Utilization; Internet; *Microcomputers; National Surveys; Questionnaires; Tables (Data); Trend Analysis; Universities; Use Studies
IDENTIFIERS- *Access to Computers

This report presents the findings of a June, 1996, survey of computing officials at 660 two- and four-year colleges and universities across the United States concerning the use of computer technology on college campuses. The survey found that instructional integration and user support emerged as the two most important information technology (IT) issues confronting institutions over the next several years. Less than half (43.4 percent) of colleges and universities indicated having a strategic plan for the role of IT in instruction and scholarship. It was also found that the academic computing budget represented a shrinking proportion of the total institutional expenditure on IT. In response, a growing number of institutions reported turning to user fees. Over two-thirds (67 percent) of all undergraduates had access to the Internet, up from 60 percent in 1995, according to respondents, and nearly three-fourths (73.3 percent) indicated that their institutions support the Windows 95 operating system. The bulk of the report consists of tables that detail the survey's findings. Three appendixes provide an explanation of the survey methodology, a copy of the survey questionnaire, and a list of participating institutions. (MDM)

ED 405 763 HE 030 001

Miller, Karen J.
Developmental Education at the College Level. Fastback 404.
PUB DATE- 96
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Instruction; Colleges; College Students; Community Colleges; *Developmental Studies Programs; Higher Education; *High Risk Students; Program Descriptions; Program Effectiveness; Program Evaluation; *Remedial Instruction

Skills; Tutoring; Workshops; Writing Achievement; Writing Improvement; *Writing Instruction; Writing Research; Writing Teachers
IDENTIFIERS- *Collaborative Writing; Developmental Students; Diversity (Student)

This paper reviews the research on use of collaborative writing teaching methods at the postsecondary level. Following a brief summary of the theoretical framework of collaborative writing, the paper examines the research on the six features of collaborative writing most used in classrooms: disclosure, which encourages students to engage in deep levels of communication; peer tutoring, peer writing, and workshopping, three techniques which allow students to interface with each other to reinforce and expand their writing; co-authoring, where students work together on separate components or on entire writing assignments; and knowledge making, a form of active learning using critical thinking, experiential learning, and collaboration. The paper concludes that existing research suggest these techniques suggests their effectiveness in improving student writing. It also finds that the research on collaborative writing argues for culturally responsive instructional models to serve a diverse student body. (Contains 27 references.) (CH)

ED 405 783 HE 030 054

Lanham, Claudia; Whitfield, Duane L.
The Whole Picture: Florida's Educational Delivery System. A Longitudinal Study Comparing Outcomes by Educational Levels.
PUB DATE- May 96
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Degrees (Academic); Educational Assessment; Educational Attainment; *Educational Benefits; Educational Research; Educational Status Comparison; *Education Work Relationship; Followup Studies; Higher Education; Institutional Research; Longitudinal Studies; *Outcomes of Education; Role of Education; Socioeconomic Status
IDENTIFIERS- *Florida

This study followed 10 Florida cohorts with different levels of education over a period of 3 years to determine outcomes of employment, continuing education status, level of public assistance, incarceration or probation status, and military assistance. Information for the study was derived from the Florida Education and Training Placement Information Program. Among the findings documented in six tables and associated graphs are the following: (1) at the end of 3 years the cohort groups most likely to be employed in Florida were those with community college certificates and associate degrees; (2) the cohort with the highest percentage of people in jail or on parole or probation were high school dropouts and those with only a high school diploma; (3) earnings for all cohorts increased by the end of the 3-year study period, with increase greatest for those with higher levels of education; (4) business degree majors earned more than English majors at both the bachelor and the masters level; (5) also, at all levels, health-related and engineering graduates averaged higher salaries than early childhood education and arts majors; and (6) the range of earnings was smaller among education majors mathematics skills. Worksheets are also included with the lesson plans. (AEF)

ED 405 805 IR 017 836

North Carolina Computer Skills Curriculum Lesson Plans, 6-8: Spreadsheets.
PUB DATE- 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Access to Information; Class Activities; *Computer Literacy; Definitions; Educational Objectives; Information Technology; Instructional Materials; Instructional Program Divisions; Intermediate Grades; Junior High Schools; Learning Activities; Lesson Plans; Public Schools; Skills; *Spreadsheets; State Curriculum Guides
IDENTIFIERS- Computer Use; *North Carolina

This computer skills curriculum guide contains activities for the public schools of North Carolina; these lesson plans are designed specifically for grades 6-8 and focus on spreadsheets. Lesson plans for each grade include a list of materials needed, lesson time, teacher preparation activities, outline of activities, and instructional measure. For each lesson, communication, computer and information skills objectives addressed are outlined as well as science, social studies or mathematics skills. Worksheets with various sample spreadsheets and spreadsheet exercises are also included. (AEF)

ED 405 806 IR 018 204

A Community of Common Interests. Public Broadcasting and the Needs of Minority and Diverse Audiences and Public Broadcasting's Services to Minorities and Other Groups. A Report to the 104th Congress and the American People Pursuant to Pub. L. 100-626.
PUB DATE- 1 Jul 95
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Broadcast Industry; *Cultural Pluralism; Employment Statistics; Information Services; *Minority Groups; Outreach Programs; *Programming (Broadcast); *Public Television; Telecommunications
IDENTIFIERS- *Corporation for Public Broadcasting

The Public Telecommunications Act of 1988 requires the Corporation for Public Broadcasting to report annually on the provision of service to minority and diverse audiences by public broadcasting and public telecommunications entities. This report includes the third triennial assessment and the seventh annual report on services. The assessment is based on the results of a national survey which sampled members of the three largest minority communities specified in the Act--African-Americans, Asian-Americans and Hispanics--along with Whites, and provides statistically comparable results so that the attitudes and perceptions of all groups can be examined together. As in all previous reports on services, this one provides quantifiable, objective measures of public broadcasting's commitment to serve diverse audiences, including production and broadcast of television and radio programming;

DESCRIPTORS- Computer Oriented Programs; *Computer Uses in Education; *Consortia; Cooperative Planning; Cooperative Programs; Higher Education; *Information Technology; *Intercollegiate Cooperation; *Shared Resources and Services; Technological Advancement; *Undergraduate Study

IDENTIFIERS- Pennsylvania (West); West Virginia

The Consortium for Computing in Undergraduate Education, Inc. (C-CUE) is a regional association of colleges and universities committed to developing and expanding the appropriate use of computing and other information technologies in undergraduate education. C-CUE consists of 19 colleges and universities in western Pennsylvania and West Virginia. The collaborative work of the Consortium has elevated the understanding and uses of technology in classrooms across member campuses. By simply sharing information and resources, faculty members have become aware of new and beneficial ways to appropriately incorporate technology into their courses which, in turn, directly benefits students. The information shared at the quarterly meetings, through workshops, and by e-mail provides an important perspective and regularly influences decisions. The single most important benefit for maintaining institutional membership in C-CUE may be the opportunities that exist for getting sound technological insight and advice from trusted colleagues. A brief history, list of members, activities and programs, sample meeting agenda, and description of site assessments are provided. (SWC)

ED 405 823 IR 018 263

Kollmeier, Harold H.

Creating an Undergraduate InfoTech Major.

PUB DATE- 96

NOTE- 5p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Literacy; Computer Mediated Communication; Computer Science; Core Curriculum; *Degrees (Academic); Economics Education; Higher Education; Information Policy; *Information Science Education; *Information Technology; Intellectual Disciplines; Program Content; Technological Advancement; *Undergraduate Study

IDENTIFIERS- *Franklin Pierce College NH; Graphic Communication

Franklin Pierce College (New Hampshire) has established an information technology (IT) major which combines courses from the computer science, graphic communications, and mass communication disciplines to conform more closely to the reality of technology in the late 1990s. Information technology brings together tools from these disciplines for the implementation of well designed, robust electronic communication and represents the continuing convergence of technology in the communications and computing fields. The IT major includes computer literacy, graphic design, data communications, media policy, and economics to provide technical as well as conceptual and managerial expertise. The IT major is interested in the rich implementation of emerging technology. Notable features of the IT major include: (1) the dominance of the set of core courses allows tight control over subject matter for students in the major; (2) IT bridges the gap between existing majors; (3) the program is built on structure, navigation, the impact of hypermedia design on exploration and learning, design issues specific to WWW homepages, and applying hypermedia research and theory to WWW homepage design. Recommendations for WWW homepage design include: (1) keep screen design consistent; (2) use text that is at least 12 point; (3) utilize layering capabilities to keep text in small consistent segments; (4) develop medium density screens and moderately complex screens; (5) concentrate items at the screen's optical center; (6) mix high and low color intensity or brightness to focus user attention; (7) with graphics, use wrap-around text rather than run-around text; (8) develop structure through use of headings, bold type, and white space; (9) map the structure of information; (10) each node/destination should be able to stand alone; (11) incorporate appropriate metaphor; (12) provide visual clues indicating users' selections are being processed; (13) include graphic or text-based organizers; (14) include comparative, causal, sequential, associative, exemplary, and componential links; (15) employ labeled and unlabeled links; and (16) when designing complex WWW homepages, consider using multiple complementary stimuli. (Contains 43 references.) (SWC)

ED 405 841   IR 018 286

Shyu, Hsin-Yih
Effects of Anchored Instruction on Enhancing Chinese Students' Problem-Solving Skills.
SPONS. AGENCY- Taiwan National Science Council, Taipei.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Conference of Association for Educational Communication and Technology (Albuquerque, NM, February 12-16, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Computer Assisted Instruction; *Courseware; Elementary School Students; Foreign Countries; Grade 5; Information Utilization; Interactive Video; Intermediate Grades; Mathematical Applications; Mathematics Instruction; *Problem Solving; *Skill Development; Thinking Skills; *Videodisks
IDENTIFIERS- *Anchored Instruction; Taiwan (Taipei)

This study investigates the effects of computer-aided videodisc-based anchored instruction on promoting elementary school students' problem-solving skills in Taiwan. Anchored instruction combines theories such as situated cognition, cognitive apprenticeship, cooperative learning, and constructivist theories. With the help of interactive videodisc and computer technology, anchored instruction presents situations of daily life in the way of storytelling by providing an inquiry and real-life learning environment and authentic tasks that help students enhance their problem-solving skills. Fifth-graders (n=37) from an elementary school in suburban Taipei (Taiwan) were randomly selected and divided into six groups according to their mathematical and science abilities, with two high-ability, two middle-ability, and two low-ability groups. Students were given a pretest and post-test to measure different problem-solving strategies used before and after the video instruction. Students engaged in problem solving in small groups, and were given the tests individually. Results from a two-way repeated measure analysis of variance show that student problem-solving skills improved significantly with anchored instruction. Anchored instruction provided a more emoticons, (keyboard characters that represent expressions of emotion) and acronyms is appended. (AEF)

ED 405 859 IR 018 309

Lee, Fong-lok; Heyworth, Rex M.
Electronic Homework.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Assignments; *Computer Assisted Instruction; *Computer System Design; Educational Technology; Elementary Secondary Education; *Expert Systems; Foreign Countries; *Homework; *Intelligent Tutoring Systems; Nongraded Student Evaluation; Tutors

The Electronic Homework assistant system is composed of two components: the Computer Tutor and the Homework Administrator. The Computer Tutor is an intelligent tutoring system that can provide personal assistance like supplying hints, checking errors, providing remediation and prioritizing problems. The Homework Administrator is a teacher's assistant in assigning and marking the homework, and summarizing errors for teachers' reference. Both components of Electronic Homework are composed of several modules. Different types of knowledge, mainly obtained from human experts, are incorporated into the Computer Tutor, and the pieces of knowledge, in the form of rules, are stored in the following separate modules: the expert module, which contains the knowledge that the system imparts to the student; the student module, which stores the knowledge of the students, both correct and incorrect, in the form of rules; the tutoring module, which contains the knowledge on how and when to help students correct their errors; and the communication module, which deals with the interaction between the user and the computer tutor. The Homework Administrator is responsible for handling routines normally done by teachers, which include ordering problems, collecting students' errors and marking students' work. The effect of using Electronic Homework was investigated among students of different academic abilities; in one school, students using the system performed better on less abstract problems. A major shortcoming of Electronic Homework is that it reacts very slowly in some situations. (Contains 17 references.) (AEF)

ED 405 860 IR 018 310

Ragsdale, Ronald G.
Surprised by Technology: Unanticipated Outcomes of Technology Implementation.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Classroom Techniques; *Computer Assisted Instruction; *Educational Technology; Elementary

publication information. (Contains 12 references.) (SWC)

ED 405 876 IR 056 305

Crawford, John C.
The Stakeholder Approach to the Construction of Performance Measures.
PUB DATE- 95
NOTE- 11p.; Paper presented at the Northumbria International Conference on Performance Measurement in Libraries and Information Services (1st, Northumberland, England, August 30-September 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Data Collection; Evaluation Methods; Foreign Countries; Higher Education; Library Administration; *Library Research; Library Services; Library Surveys; *Measurement Techniques; Pilot Projects; Students; User Needs (Information); Users (Information)
IDENTIFIERS- Great Britain; *Performance Indicators; *Stakeholder Evaluation

Glasgow Caledonian University Library (Scotland) conducted a pilot study to design a set of user chosen performance measures which can be used in British academic libraries for data collection. Members of 8 stakeholder groups were identified and given an 103-question survey, with each question to be rated on a 1-5 scale of importance. Stakeholder groups included: SPARC (Strategic Planning and Resources Committee); senior library staff; other library staff; academic staff; research students; postgraduate students; full-time undergraduates; and part-time undergraduates. Results from the pilot study indicate: the higher the academic status of the respondent, the more importance is attached to quality of staff and their management performance; and non-library staff respondents rated highly indicators which related to service provision, but rated technical and management issues lower. The final study will compile a meaningful list of stakeholders; identify a small number of generally applicable "parsimonious" measures; identify performance measures appropriate to specific stakeholder groups; allow decision-making librarians to concentrate on a defensible, validated set of measures; help non- librarians participate usefully in library performance measurement; and design both general and stakeholder-specific questionnaire skeletons which can be applied in all British university libraries. An appendix includes the pilot study questionnaire. (SWC)

ED 405 877 IR 056 306

Johnson, Hilary
Performance Measurement of Academic Liaison in Higher Education Libraries.
PUB DATE- 95
NOTE- 7p.; Paper presented at the Northumbria International Conference on Performance Measurement in Libraries and Information Services (1st, Northumberland, England, August 30-September 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

emerging technology for most libraries, GIS can be expensive, entails a steep learning curve, and consumes large quantities of computer space. However, strong partisans claim it has already revolutionized the way people look at the world and will solve the world's problems. Most libraries are considering not whether they will offer GIS-based services, but how they will offer them. This report discusses some of the critical choices library planners must make: (1) what kind of service to provide; (2) how to build the collections; (3) staffing the GIS services; (4) learning and educating others about GIS; (5) how and with whom to form partnerships; (6) how and where to store data; and (7) how much it will cost. Based on interviews with 26 information professionals, "Reports from the Field" are presented on GIS-based services at 20 academic and public libraries across the United States. Contact names and information are provided for almost all of the libraries discussed. Future trends in GIS services are identified. (SWC)

ED 405 896 IR 056 343

Peterson, Ray E.
Recruitment and Retention of Minority Personnel and Trustees in Public Libraries.
PUB DATE- 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Employment Practices; Equal Opportunities (Jobs); Labor Turnover; *Library Personnel; Library Policy; *Minority Groups; Personnel Policy; *Personnel Selection; *Public Libraries; *Recruitment; Social Discrimination; *Trustees
IDENTIFIERS- Colorado; *Diversity (Faculty); Equality (Social)

This handbook provides public libraries with a source of hints, ideas, and suggestions to increase the diversity of their personnel in a non-discriminatory manner and with equality in personnel policies. The guide includes the following sections: (1) Why This Handbook?; (2) Getting Started; (3) Policy Statement--creating a policy, examples, and utilization; (4) Assessing Current Staff Ethnic Make-Up--and workforce profile; (5) Making it Happen; (6) Planning; (7) Finding Good Candidates--position announcement, "home grown" employees, and recruiting; (8) Hiring--and screening candidates; (9) Retention; (10) Recruitment and Retention of Minority Trustees--and formal and informal recruitment; (11) Summary; (12) Check List for Assuring Diversity; (13) References; and (14) Appendices--Workforce Profile worksheet, Census figures for ethnic minorities by Colorado county, list of ALA (American Library Association) accredited graduate library science programs, and a list of public minority- oriented print and electronic media. (Contains 10 references.) (SWC)

ED 405 897 IR 056 345

Total Quality Management in Libraries, with Connie Merritt. Videotape.
PUB DATE- 94
NOTE- Running time: 26 minutes.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Planning; Community Colleges; Environmental Scanning; Evaluation Methods; Foreign Countries; *International Cooperation; Organizational Development; Program Evaluation; *Self Evaluation (Groups); *Strategic Planning; Two Year Colleges; Workshops
IDENTIFIERS- *Muffles College (Belize)

The Florida Association of Voluntary Agencies for Caribbean Action was formed by the state's Governor to increase cooperation with Caribbean nations and provide on-site technical assistance and training in health, agriculture, social services, and education. In 1996, the Association conducted a project with Muffles College, a junior college in Belize, to develop a strategic planning workshop for the college's faculty, administration, and constituents and to develop and implement an institutional evaluation process for the college. The project resulted in the following outcomes: (1) the strategic planning workshop helped staff identify the college's internal strengths, such as the discipline of the administration and bilingual constituents, and weaknesses, such as the lack of resources and of opportunities for faculty development; (2) the workshop also helped identify changing external conditions related to political, social, economic, educational, demographic, and cultural factors; (3) external opportunities identified included the college's location and cooperative relations with industry, while threats included decreasing finances and a lack of employment opportunities for graduates; (4) an evaluation process was developed that will allow the college to demonstrate accountability and improve educational programs; and (5) the steps of the process include establishing the purpose of review, developing a methodology, developing criteria, establishing guidelines, conducting the review, and implementing any resulting recommendations. Workshop findings and the review process are attached. (HAA)

ED 405 915 JC 970 227

Parsons, Michael H.
Gifts Differing: Critical Reflection, Technology and the Creation of a Learning Culture.
PUB DATE- 13 Mar 97
NOTE- 12p.; Paper presented at the Annual Conference of the Eastern Regional Competency-Based Education Consortium (10th, Charleston, SC, March 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Community Colleges; *Cooperative Planning; *Educational Improvement; *Educational Methods; Institutional Mission; Learning Strategies; Models; *Organizational Change; School Culture; Student Role; Teacher Role; Two Year Colleges
IDENTIFIERS- *Learning Communities

Critical reflection refers to an adaptation of civic literacy theory by educators seeking to promote the development of learning communities, taking an analytical approach to educational institutions. Critical reflection is being combined with the praxis approach, which stresses investigating issues,

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Economic Change; *Economic Development; Educational Needs; *Education Work Relationship; Employer Employee Relationship; Employment Practices; *Futures (of Society); *Government Role; Labor Force Development; Policy Formation; Postsecondary Education; Public Policy; Secondary Education; *State Government

This report is part of the Investing in People Project, in which states worked to develop and implement work force preparation and training strategies to meet the challenge of a competitive global economy. The choices that states, firms, and individuals must make in order to enjoy a high standard of living are discussed. In order to achieve a high standard of living, states need to change their focus from "cheap" and "quick" job training to long-term educational changes that will ensure highly skilled workers and to persuading industries and companies to become high-performing competitors in the world marketplace. The three sections of this report discuss the following: (1) the new world economy and the realities of change, including the worldwide marketplace, changing products and technology, current state economic development strategies, and smart workers and smart businesses; (2) new realities and changing roles, such as new awareness of change and choices, new structures and helping industries themselves, and managing the transition; and (3) education, work force skills, and economic competitiveness, including the need to move businesses up the performance curve, smoothing the school-to-work transition, training the 75 percent of students who do not graduate from college, and job training for adult workers. Contains 24 references. (KC)

ED 405 467 CE 073 657

Chi, Cheng-Feng
The Industrial Vocational High School Teacher Training Program Cooperating with the Enterprises.
PUB DATE- 7 Dec 96
NOTE- 12p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Education; Cooperative Programs; *Education Work Relationship; Foreign Countries; Higher Education; *Metal Industry; Preservice Teacher Education; Program Implementation; Secondary Education; *Teacher Education Programs; Teaching Methods; Technical Occupations; *Vocational Education Teachers
IDENTIFIERS- *Taiwan

Training of vocational education teachers should be closely linked to the industries in which the teachers are preparing to instruct students. A teacher training program in Taiwan has been designed with the cooperation of the metals manufacturing industry. In this four-year program, students are assigned to the industry to learn the product process and technology. They get real work experience along with general education and teaching methods. A feature of this program is to teach students how to design projects and write technical reports. Through this training program, all students become very strong in the practical aspects of working and achieve high skill statements about the significance of numeracy in Australian society and strategies to address perceived needs for training and development; data on the extent of the need for national-level provision in adult literacy; and funding for designated research projects in adult numeracy. Further research is also needed on the following topics: nature of adult numeracy; role of language in numeracy and mathematics; role of mathematics in language; needs of specific groups in numeracy education; adult numeracy practices and needs; critical numeracy; adult learning and numeracy; effective instruction, assessment, and reporting in adult numeracy; and policy initiatives and provision effects in adult numeracy provision. Research initiatives in policy, provision, and pedagogy should be initiated immediately. (Contains 19 references.) (MN)

ED 405 486   CE 073 698

Javed, Syed
An Internet Guide for Language and Literacy Teachers and Researchers.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 96
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Annotated Bibliographies; *Computer Uses in Education; Databases; Educational Resources; Electronic Mail; *English (Second Language); *English Instruction; Foreign Countries; Information Sources; *Internet; *Literacy Education; Online Vendors; Research Tools; World Wide Web
IDENTIFIERS- *Australia

This guide, which is intended for language and literacy teachers and researchers who are becoming interested in the Internet, offers a brief overview of using the Internet and explains how to access various language and literacy resources. Part 1, which is devoted to Internet basics, examines the following topics: the Internet (e-mail, mailing lists, newsgroups, file transfer protocol, the World Wide Web); connection to the Internet (hardware and software needs, useful books and magazines, setting up a connection); Internet account selection (types of accounts, Internet service providers). Discussed in part 2 are using e-mail and mailing lists and using and searching the World Wide Web. In part 3 instructions are provided for accessing the following language and literacy databases/resources: National Languages and Literacy Institute of Australia database; ERIC database; and National Centre for English Language Teaching and Research resources. Part 4 is an annotated listing of eight Australian websites and eight international websites that are considered important to language and literacy teachers and researchers. Presented in part 5 are the Internet addresses of 55 language and literacy websites, 27 mailing lists, and 10 newsgroups and a glossary. (MN)

ED 405 487   CE 073 699

Sanguinetti, Jill
Negotiating Competence: The Impact on Teaching Practice of the

programs; (4) TVET subjects should be integrated into primary and secondary curricula for all students; (5) TVET curriculum should be developed to meet competency standards and provide for worker mobility; (6) TVET authorities should ensure teachers are suitably qualified; (7) learning centers should be established and funding sources pursued; and (8) a range of delivery modes should be adopted. (Contact addresses at UNESCO are appended.) (YLB)

ED 405 504   CE 073 749

Thuli, Kelli
Access to Success. Strategies for Serving Special Populations in Tech Prep Programs. A Handbook.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Vocational, Adult, and Employment Training Services.
PUB DATE- 96
NOTE- 68p.; Prepared under a grant awarded to the New River Valley Tech Prep Consortium in cooperation with the Southwest Virginia Transition Center.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accessibility (for Disabled); Access to Education; *Articulation (Education); College School Cooperation; Demonstration Programs; Disabilities; *Educational Finance; Educational Legislation; Enrollment; Federal Legislation; Guides; Postsecondary Education; School Holding Power; Secondary Education; *Special Needs Students; State Programs; Student Needs; Student Recruitment; *Tech Prep
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

This handbook is designed to help educators at the secondary and postsecondary level implement strategies to serve students with special needs in tech prep programs. Chapter 1 suggests how it can be used. Chapter 2 defines tech prep and addresses its funding, students, and mission and goal in Virginia. Chapter 3 focuses on what the Perkins Act says about special populations, particularly funding, equal access, and descriptions of special populations. Chapter 4 suggests steps and strategies for full access: monitoring, recruitment, enrollment, exploration, placement, instructional modifications and accommodations, alternative testing, supplementary support service, and other necessary supports. Chapter 5 lists those strategies and requirements of which students must be aware, and which are necessary for students to be successful each year in tech prep programs. Chapter 6 describes best practices, specifically, the Southwest Virginia Regional Center for the Learning Disabled (LEAP) and St. Mary's County Technical Center. Appendixes include a list of resource organizations: state tech prep, national tech prep, national disability related toll-free telephone services, Virginia Community College System (VCCS) programs, directory of diversity programs in the VCCS; glossary; common abbreviations for transition planning; Americans with Disabilities Act fact sheet; and annotated listing of 86 print and audiovisual items in the Postsecondary Lending Library. Contains 14 references. (YLB)

ED 405 505   CE 073 752

At-Risk Students in Work and Family Studies.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Vocational, Adult, and Employment Training Services.
PUB DATE- 95

Grimes, Tresmaine R.
HBCUs and Psychology Education: Toward the 21st Century.
PUB DATE- 11 Aug 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Black Colleges; *Black Education; Black History; *Educational Improvement; Higher Education; Institutional Mission; Partnerships in Education; *Psychology

Historically Black Colleges and Universities (HBCUs) were created because of racist beliefs that Blacks should not attend school with whites. Between 1854 and 1952, 123 HBCUs, both public and private, were established to educate Black people. Currently HBCUs are still very much alive, but the legacy of separate and unequal education has left an impact that continues to affect HBCUs. Many struggle with funding issues, infrastructure problems, and faculty shortages. Some suggestions about how psychology education at HBCUs can be enhanced in the 21st century are: (1) improve psychology programs and facilities at each of the 56 HBCU institutions that offer baccalaureate psychology degrees; (2) encourage faculty development; (3) encourage traditionally-white institutions to recognize the needs of psychology departments at HBCUs; (4) increase collaborative efforts between HBCUs and traditionally white institutions; (5) encourage alumni who have pursued graduate degrees in psychology to provide guidance about how to improve their departments in the future; (6) encourage grant-giving organizations to provide opportunities to HBCUs; (7) endowments and fundraising; and (8) publicize successes. Contains nine references. (JBJ)

ED 405 524 CG 027 445

Grimes, Tresmaine R.
Personal Touch: Mentoring Minorities in Psychology.
PUB DATE- 10 Aug 96
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Higher Education; *Mentors; *Minority Groups; *Professional Development; *Psychology; Teacher Student Relationship

Mentoring, or the personal touch, is an essential component in the academic and professional success of minority psychologists. To ensure that minority students receive the personal touch, psychologists can: (1) get to know minority students; (2) encourage minority students to do research early in their academic career; (3) insist that minority students attend state conventions annually and regional conventions whenever possible; (4) be sensitive to cultural, religious, and other differences in students; (5) avoid just focusing on the best minority students, but help other students as well; (6) avoid waiting for students to approach the mentor, rather reach out to them; (7) organize peer mentors on campus; and (8) share personal experiences. Professional organizations can make

*Skill Development; *Student Behavior

Parental opinion is an important indicator of educational effectiveness. Parent attitudes toward school effectiveness were measured in this survey to determine one school district's strategic plan concerning community involvement. A random sample of 650 households, representing prekindergarten through twelfth grade, were asked about their satisfaction regarding the school their children attended. Parents were also asked to rate a list of ten graduate standards, goals such as academic achievement and interpersonal relations that all students were expected to achieve upon graduation. A total of 147 parents responded to the survey. Concerning school choice, 85% of parents described their general feelings about the school their child attended as positive and 74.8% indicated if they had a choice of schools, they would continue with the school their children attend. Almost 82% believed that their youngest child was learning what he or she should be learning for the grade. Responses to the graduate standards showed that 83% of parents agreed that the standards were qualities that all graduates should possess upon high school completion. Parents also hoped that more parents would increase their involvement in their children's education. Three appendices list the survey instruments, the graduate standards, and the tabulated results of the survey. (RJM)

ED 405 545 CG 027 595

Springer, Marva
Develop and Implement a Conflict Resolution Program To Enhance the Coping Skills of Parents of Adolescents.
PUB DATE- 96
NOTE- 118p.; Master's Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Conflict Resolution; *Coping; Interpersonal Communication; *Parent Child Relationship; *Parenting Skills; Program Effectiveness; Secondary Education; *Skill Development; Youth Problems
IDENTIFIERS- Parental Efficacy

The breakdown in parent/adolescent relationships, along with the increase in disruptive behaviors by adolescents, has become a major concern of parents and practitioners. The goal of this practicum is to review the literature on parent/adolescent conflicts and offer a conflict resolution program intended to enhance the coping skills of parents. The skills were taught through a training workshop and a home support/guidance segment which was used to monitor and assist parents as they practiced the new skills. These were then followed up with evaluation sessions. Results indicate that the 25 parents involved in the study experienced enhanced parent/adolescent relationships. Parental and professional responses to the program were very positive. Results from verbal reports and other measures showed an increase in parents' knowledge, attitudes, and behaviors at the end of the program. All of the parents who attended the workshop expressed an increase in self awareness and respect for their adolescents. Overall, results showed an increased use of problem solving techniques by parents and a decrease in adolescent rebellion within the home. There was a noticeable decrease in parents' controlling and aggressive behaviors. Seven appendices offer a sample ten-week calendar plan, a sample public service poster, and evaluation forms. Contains 40 difference between the two samples was found. More significant differences may have occurred if this study were conducted over a longer period of time. (Related literature, pre/post test scores, and a word list are appended. Contains 29 references.) (Author/CR)

ED 405 565 CS 012 753

Almanza, Tina
The Effects of the D.R.T.A. and Cooperative Learning Strategies on Reading Comprehension.
PUB DATE- May 97
NOTE- 47p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; *Cooperative Learning; Grade 6; Intermediate Grades; Learning Activities; Learning Strategies; Middle Schools; *Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Skills; Teaching Methods
IDENTIFIERS- *Directed Reading Thinking Activities; New York City Board of Education

A study examined a comparison of the effectiveness of cooperative learning in small groups with whole classroom instruction using the Directed Reading Thinking Activity (DRTA) during reading. Subjects for the 8-week study were 53 sixth-graders from 2 classes in Brooklyn, New York. The stories used all came from the same basal reader. A reading comprehension test was given each child after each story was completed. Children in cooperative learning groups read stories on their own and wrote any questions or comments in their reading log. The next day, each group met to discuss the story. Students worked in groups for approximately 4 weeks. For the next 4 weeks, the students continued to read, using the DRTA strategy, and when the story was completed the children read and answered questions about the story independently. A reading comprehension test was again given after the completion of each story. Results indicated that the majority of children in the cooperative reading groups scored higher on their reading comprehension tests than when they used the DRTA. Findings suggest that cooperative learning can be used as an instructional strategy whereby students can improve their reading comprehension. (Contains 2 tables of data; related research, 17 references, and cooperative learning scores are appended.) (CR)

ED 405 566 CS 012 754

O'Brien, David G.; And Others
Engaging "At-Risk" High School Students. Perspectives in Reading Research No. 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Writing; Computer Uses in Education; Definitions; *High Risk Students; High Schools; *High School Students; Labeling (of Persons); Program Descriptions; *Remedial Programs; *Remedial Reading; *Student Centered Curriculum; *Student Interests

Motivation Buster #1: A Lack of Attention Skills; (16) Overcoming Motivation Buster #2: Absence due to Sickness; (17) Overcoming Motivation Buster #3: School Transfers; and (18) Double-Barreled Help for Single-Parent Kids. Appendixes contain writing boosters and math boosters. (NKA)

ED 405 584 CS 012 774

Reinking, David; Bonham, Steve
Multimedia Book Reviews: An Instructional Resource Developed for and Disseminated by the National Reading Research Center. Instructional Resource No. 40.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Book Reviews; Classroom Techniques; Computer Software; Computer Uses in Education; Elementary Education; Independent Reading; *Multimedia Materials

This guide highlights the basic operation of software that provides a framework and tools for students to encounter computer-based multimedia reviews of the books the have read independently given minimal equipment and expertise, and suggests ways to go beyond the basic operation for those who have the capability to do so. After a background and overview, sections of the guide are Pedagogical Rationale; Minimal and Ideal Specifications; Components of Software; Review Database; Stack Cruncher 3.0; Art Bits; Getting Started; Introducing Students to Multimedia Book Reviews; Special Features and Operations; and Additional Hints and Suggestions. Contains 32 figures. (RS)

ED 405 585 CS 012 780

Stahl, Steven A.; And Others
"In Fourteen Hundred and Ninety-Two, Columbus Sailed the Ocean Blue": Effects of Multiple Document Readings on Student Attitudes and Misconceptions. Reading Research Report No. 82.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Critical Reading; High School Freshmen; High Schools; History Instruction; *Misconceptions; Periodicals; Reading Research; *Student Attitudes; *Text Structure
IDENTIFIERS- *Columbus (Christopher); *Text Factors

To examine the effects of students reading multiple documents on their perceptions of a historical event, in this case the "discovery" of America by Christopher Columbus, 85 high school freshmen read 3 of 4 different texts (or sets of texts) dealing with Columbus. One text was an encyclopedia article, one a set of articles from "Newsweek" and "Time," one an anti-Columbus diatribe, and one a counter-revisionist article from a prominent historian. Results indicated that students' attitudes towards Columbus changed initially after the first reading and tended to remain stable after that. Students' attitudes towards the canon was used in the past and what is at stake when it is changed can they appreciate the alternatives that their professors want to offer. The paper outlines approaches to canonical texts which highlight the controversies surrounding the canon and which can motivate students to abandon received ways of reading literature--ground for a reformed canon must be prepared by changes in the ways texts are read. The paper's final point is that there are chances missed when new texts are simply substituted for the traditional canon. Contains 19 notes and 15 references. (NKA)

ED 405 604   CS 215 806

Fifield, Carol
Never Too Old for Stories (Tales of a High School Information Specialist).
PUB DATE- 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Audience Awareness; *Curriculum Enrichment; High Schools; *High School Students; Media Specialists; Oral Interpretation; Oral Language; Reading Materials; *Reading Motivation; *School Libraries; *Story Telling; Student Development
IDENTIFIERS- *Language across the Curriculum; Oral Presentations

A high school library media specialist uses storytelling regularly in her oral presentations for students. For an audience of adolescents, stories need to be selected carefully and edited to keep the action moving. Music and character voices are effective in capturing and holding teenagers' attention. Storytelling is a tool for curriculum enhancement, and for promoting both the pleasure of reading and the use of the information center's resources. It develops listening and analytical skills, vocabulary, imagination, and a sense of story structure and language. Stories can give a human face to another culture, and they can cause teens to think about values. Sometime a story has a therapeutic effect on a class or an individual. Before teachers take their students to the information center, they collaborate with the staff to integrate information skills with curriculum activities. There are appropriate stories for language arts (myths/legends), social studies (multicultural folktales), science (environment), and math (problem solving). One idea is to begin a story club to nurture the pleasure of stories, both oral and written, among students. Students can also give informal book talks to each other about what they are reading. If the club begins with ninth graders, lifelong readers may be nurtured. In the 4-year high school period, an environment where reading and telling stories are natural can enrich the students' lives. (NKA)

ED 405 605   CS 508 501

Garrett, Mary
Chinese Rhetoric: A Selected, Annotated Bibliography of Works by Sinologists.
PUB DATE- 87
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Historical Materials (060)

information technologies have become part of the fabric of daily life, the paper illustrates the relevance of HCI to the design and development of safe, productive and usable artifacts. Using several relevant themes of HCI (individual differences, stakeholder analysis, sociotechnical design, and usability), the paper observes that HCI's interdisciplinary pragmatism offers considerable insight into the phenomenon of Information Technology. Furthermore, as a form of action research, HCI is not merely interested in the prediction and control of design outcomes, rather HCI actively shapes technological innovation. The paper suggests that both HCI and communication scholars could benefit from a mutual exchange of conceptual and methodological approaches. Contains 61 references. (Author/RS)

ED 405 627 CS 509 480

Miller, Mark Crispin
How To Be Stupid: The Teachings of Channel One.
PUB DATE- Jan 97
NOTE- 11p.; Prepared for Fairness and Accuracy in Reporting (FAIR).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; *Audience Response; *Critical Viewing; Empowerment; Mass Media Role; Persuasive Discourse; Propaganda; Secondary Education; Secondary School Students; *Student Needs; *Television Commercials; *Television Viewing
IDENTIFIERS- *Channel One; Educational Issues; Television News

The news on Channel One, with its impression of vague anxiety, looks and sounds like regular television news, only more so. In either case, the news is just "filler"--its real function is not journalistic but commercial, meant to lead into advertisements (ads). Mass advertising tends to assume that its audience will not be studying it carefully, thus, although students may "zone out" during Channel One's commercials, they are still likely to get the point, registering through their peripheral vision, and coming at them repeatedly--as all successful propaganda must. The point is: "Buy the power," but how is that "power" attained. Channel One is required in thousands of U.S. schools, part of the daily curriculum. One lesson seems to be "don't think." Channel One reassures its audience that it is fine not to think--in the ads, youngsters wonder about nothing but how "they" make that cereal so sugary, and beauties talk earnestly about their faces and Noxema face cream. Another lesson is "let us fix it." Ads promote stupidity by representing life as a series of simple problems, each soluble through the application of a commodity or other. Other lessons are "eat now," and "just say yes." Addiction is what they sell on Channel One. To recognize the falseness of propaganda, to learn to read its images, and also to read widely and discerningly enough to understand the differences between a "good" and a "bad" life: such are the aims of school--which is why Channel One should not be there. (NKA)

ED 405 628 CS 509 481

Allen, Mike; Silver, Charles
Quantitative and Qualitative Approaches to Knowledge: Proposing a Method of Functional Integration for the Relationship between Empirical Methods.

from leadership positions on the grounds that the presence of lay leaders compromise the Catholic identity of a school and therefore can affect students and outcomes. The third part explores a case study of Delbarton School, a Catholic high school, and its preparation of lay leaders. A survey elicited responses from 50 out of 71 faculty members and administrators and 11 out of 18 parents. The majority of the respondents expressed a strong sense of community and belief in the school's religious mission. However, there was disagreement about who should conduct and lead the school's practices. The paper argues that laity should be considered for leadership positions, given the increased percentage of lay teachers and administrators and the high staff turnover. A copy of the questionnaire, data analyses, and 42 endnotes are included. (Contains 29 references.) (LMI)

ED 405 647 EA 028 278

Handrich, James A.
The Just and Caring School.
PUB DATE- 27 Apr 95
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Christianity; Curriculum Development; *Educational Philosophy; Educational Principles; Ethical Instruction; *Ethics; Foreign Countries; High Schools; *Justice; *Moral Development; *Moral Values; Religious Education; Values Education
IDENTIFIERS- *Caring; *Hong Kong International School

To develop students who embrace the ethics of justice and caring, the ethos of the classroom and school must promote the virtues of justice and caring. This paper, by the principal of the Hong Kong International School (HKIS), explores how the school can more intentionally develop a school ethos that contributes to the development of student character. The author was accepted as a Klingenstein Fellow at Teachers College, Columbia University, to investigate how other schools design learning communities that shape student character. Part 1 establishes the philosophical base. It argues that education of the whole person--both intellect and character--is necessary for school success; that qualities of character (justice and caring) are both necessary to strengthen academic learning; and that schools that intentionally use the lenses of justice and caring to scrutinize their decisions will more successfully model and contribute to the development of student character. The second part describes how the Klingenstein Project might be implemented at the HKIS. It discusses the dialectic between a sense of justice and an ethic of care, analyzes the Hong Kong Chinese ethos, and examines the ethics of justice and care from the viewpoint of the various religions represented in the HKIS. Finally, the paper presents a case study of a recent disciplinary incident and examines various ethical ways in which the incident could be approached. (Contains 77 references.) (LMI)

ED 405 648 EA 028 283

High School Course Taking in the Core Subject Areas. Indicator of the Month.
PUB DATE- Mar 97
NOTE- 4p.; Extracted from "The Condition of Education, 1996."

determining when job seekers should disclose their disability are presented. Guidelines for performing well in job interviews are also discussed. The final section lists national and local (Spokane, Washington) organizational resources, employment hot lines, and a 14-item bibliography. The 10-minute videocassette emphasizes the importance of self-confidence in job interviews, preparing for the job interview, disclosing one's disability, and outlining accommodations needed. (JDD)

ED 405 665 EC 303 368

Freund, Maxine
Inclusion Forum, 1994.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 94
NOTE- 10p.; A product of the Community Integration project. For the 1993 volume, see EC 302 944.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; *Cooperative Programs; *Disabilities; Early Childhood Education; *Inclusive Schools; *Inservice Teacher Education; *Mainstreaming; Normalization (Disabilities); Parent Participation; Preschool Education; *Social Integration; *Training Methods

These two newsletter issues focus on training strategies for developing more inclusive programs for children with disabilities and for developing collaborative programs. An interview with Dr. Barbara Wolfe addresses successful inservice teacher training strategies. Additional information in the first issue includes guidelines for empowering parents to participate in inclusion training (based on the Partnerships for Inclusion Project, North Carolina) and suggestions for involving the community, (based on the Community Connections Project, Washington, D.C.). The second issue has a brief article on the importance of building a common vision for successful collaboration, interpersonal skills and collaboration (based on the Meeting House Cooperative Preschool, Alexandria, Virginia), developing collaborative organizations (based on the Inclusion through Transdisciplinary Team Project in Idaho), and developing inclusive communities for young children with disabilities (based on the Welcome Everywhere Project in Indiana). (DB)

ED 405 666 EC 305 289

Grubar, Jean-Claude; And Others
Comparaison des Patterns de Sommeil d'Enfants Deficients et d'Enfants Autistiques (Comparison of Sleep Patterns in Children with Intellectual Disabilities and Children with Autism).
PUB DATE- Jul 96
NOTE- 5p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996).
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autism; Child Behavior; Children; *Cognitive Ability; Cognitive Processes; Foreign Countries; Information Processing; *Mental Retardation; *Psychological

of all ability levels in a multi-age format, and identifies essential components of successful programs. The second section raises pros and cons of inclusive education, including positive peer models, "learned helplessness," improved social acceptance, low academic achievement, protection of all students from those with severe behavior disorders, the inherent inequality of separate education, the necessity of aides and a support system, and the high costs of such support systems. The paper concludes that a continuum of services must be provided to meet the individual needs of each child. (Each paper contains references.) (DB)

ED 405 685　　　　EC 305 386

Stevens, John H.
Adaptive Driving Equipment: Selection and Major Considerations and Battery Powered Scotters and 3-Wheelers. Information Support Packets #1 and #2.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Oct 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Assistive Devices (for Disabled); Check Lists; Electronic Equipment; *Equipment Evaluation; *Mobility Aids; *Physical Disabilities; Physical Mobility; Transportation

Two brief guides offer suggestions for persons with physical disabilities who are considering the purchase of adaptive driving equipment, battery-powered scooters, or three wheelers. The first guide offers guidelines for individuals considering purchase of special hand controls or other modifications or a van lift to enhance their independence in the area of personal transportation. Hand controls are briefly described and the importance of dealing with a responsible vendor is emphasized. Insurance aspects are noted. An assessment quiz provides a checklist for the selection and purchase of hand controls. Van lifts in general and hydraulic and electric lifts specifically are briefly described. A similar quiz/checklist is offered to help in selecting a van lift. A listing of manufacturers of adaptive driving equipment is included. The second guide notes the popularity of small transportable three-wheeled scooters for individuals with mobility limitations. The guide briefly describes important features of the power and drive systems, batteries, steering and control features, braking, and seating and armrests. A 13-item assessment quiz is offered as a checklist for potential purchasers. A listing of U.S. manufacturers of battery-powered 3-wheelers is provided. (DB)

ED 405 686　　　　EC 305 387

Stevens, John H.
A Barrier-Free Home: Considerations and Recommendations for Design. Information Support Packet #3.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Oct 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Problems; Child Advocacy; Compliance (Legal); Court Litigation; Decision Making; *Delinquency; *Disabilities; Elementary Secondary Education; *Expulsion; *Federal Legislation; Legal Problems; *Legal Responsibility; School Districts; Student Behavior; *Student Rights
IDENTIFIERS- Americans with Disabilities Act 1990; Family Educational Rights and Privacy Act 1974; Honig v Doe; Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

This paper presents an outline and analysis of federal legislation and court decisions relevant to the exclusion of students with disabilities by school systems through the filing of delinquency and other petitions based upon in-school behavior. In many cases the behavior is related to the disability and/or to the consequences of the school system's past failure to provide appropriate educational and related services. The issue is examined in terms of these legislative acts or court decisions: Honig v. Doe, Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Family Educational Rights and Privacy Act (FERPA), and the Americans with Disabilities Act (ADA). Advocates for students are urged to look for 10 specific violations of rights under IDEA, Section 504, the ADA, and FERPA. In summary, these rights are: (1) the right under Section 504, the ADA, and FERPA. to be free from discipline for conduct related to a disability; (2) the right consistent with IDEA and FERPA to confidentiality of education records and personally identifiable information contained therein; (3) the schools' ongoing obligation under IDEA and the Section 504 regulations to identify and evaluate students who may have disabilities; (4) the right under IDEA and Section 504 to a free appropriate public education including related services and accommodations; (5) the schools' ongoing obligation under IDEA and Section 504 to respond to behavioral problems by reevaluating students, and reviewing and revising as necessary the services provided; (6) the right under IDEA and Section 504 to have educational decisions made by a team of qualified persons with parent involvement; (7) the right to be educated in regular settings with nondisabled peers to the maximum extent appropriate; (8) the right to access IDEA and Section 504 administrative due process hearing procedures; (9) the right of a student to remain in a current placement pending completion of IDEA administrative and judicial review proceedings; and (10) "stay-put" rights may only be disturbed by courts of competent jurisdiction under the circumstances set forth in Honig v. Doe. (Contains extensive footnotes and in-text citations of the pertinent laws.) (DB)

ED 405 704 EC 305 424

Ordover, Eileen L.
Points on the Content of Education after "Expulsion" for Conduct Deemed Unrelated to a Disability.
PUB DATE- Sep 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behavior Disorders; Compliance (Legal); *Court

practical theory) becomes the structure that guides each team's meetings. Preliminary results indicated by the teacher reports show that children in both groups decreased in total problems, with the action research group showing greater decreases. Parent reports suggested both groups decreased in total problems and externalizing behavior. Direct observational findings found the action research group decreased in problems and increased in on-task behavior, whereas the social skills training group increased in problems and decreased in on-task behavior. (DB)

ED 405 724 EC 305 448

Matuszak, Trish; And Others
Begin the Between: Planning for the Transition from High School to Adult Life for Youth with Developmental Disabilities. Second Edition.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 96
NOTE- 95p.; For the first edition, see ED 376 649.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Decision Making; *Developmental Disabilities; *Education Work Relationship; Employment Potential; Estate Planning; Health Services; Independent Living; *Long Range Planning; *Parent Participation; Place of Residence; Quality of Life; Recreation; Recreational Activities; Rehabilitation; Secondary Education; Social Life; *Transitional Programs
IDENTIFIERS- *Case Management; *Individualized Service Plans

This guide was developed to provide an overview of the major elements of the transition planning process from school to the adult system of supports and services for youth with developmental disabilities and their families. The workbook format is intended to enable families to be proactive at each stage of the planning process. Initial sections provide an introduction, an overview of the transition process, and a format for looking ahead. The next two sections focus on the specifics of program planning and case management (including information on the Individual Service Plan review meeting). The next three sections address issues of employment, residential options, and health care. These include decisions concerning employment possibilities, place of residence, development of independent living skills, recreation and leisure, relationships with friends and family, community participation, travel within the community, postsecondary job training, and needed supports. The final two sections offer suggestions to parents for estate planning and life planning for the affected son or daughter. Information about the PACER Center, a Minnesota nonprofit organization that serves families of children and adults with disabilities, completes the guide. (DB)

ED 405 725 EC 305 449

Loyd, Robert J.; Brolin, Donn E.
Life Centered Career Education: Modified Curriculum for Individuals with Moderate Disabilities.
PUB DATE- 97
NOTE- 114p.
LANGUAGE- English

study indicate participants found the sessions highly useful and effective and that significant attitudinal changes occurred in favor of an interactive process approach to critical literacy for adults. Contains 13 references. (Adjunct ERIC Clearinghouse for ESL Literacy Education/JL)

ED 405 744 FL 801 128

Bentson, Marilyn; Mitchell, Elisabeth
Talk Time Handbook: Conversation Sessions for Volunteer Facilitators and Limited English Speaking Participants.
SPONS. AGENCY- Corporation for National and Community Service, Washington, DC.; National Inst. for Literacy, Washington, DC.
PUB DATE- 95
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *English (Second Language); *Learning Activities; *Limited English Speaking; Needs Assessment; *Oral Language; Program Descriptions; Program Development; Second Language Instruction; *Volunteers
IDENTIFIERS- *Talk Time

This handbook serves as a guide to "Talk Time," a technique for volunteer facilitators to use to help newcomers to the United States practice English in a comfortable, non-threatening setting. Talk Time provides language practice activity often not found in traditional English-as-a-Second-Language classroom settings. In Talk Time, no one assumes the teacher role; instead facilitators provide opportunities for students to share cultural and personal information relevant to the group of limited English speakers so they communicate using more English. The objective of Talk Time is to generate as much conversation as the language learner can manage using the English they have already acquired. This guide provides an introduction to Talk Time and information on Talk Time program planning and design, program management, volunteer recruitment and screening, participant recruitment, volunteer support, assessment and evaluation, and session management and planning. Profiles of three Talk Time programs are included. (Adjunct ERIC Clearinghouse for ESL Literacy Education/JL)

ED 405 745 FL 801 131

Coro, Christopher; McCrossan, Linda V.
A Guidebook for Enriching ESL Instruction with Pronunciation Practice: A Model of Teacher Action Research. Product and Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Action Research; *English (Second Language); Models; *Phonology; *Pronunciation Instruction; Second Language Instruction; Spanish Speaking; Teaching Methods; Vietnamese

At the request of beginning English-as-a-Second-Language (ESL) students and their teachers, pronunciation problems of Spanish

This fastback provides an overview of developmental education at the college level, focusing on what the concept means and how developmental education programs work. Developmental education is an umbrella term that includes both academic and social/psychological support services for underprepared students. Developmental education students are typically either: "poor choosers," in that they did not select a college-prep curriculum in high school; adult learners who return to school after a long absence; students with undetected academic or physical problems; non-native speakers of English; learning or physically disabled; or students who lack clear goals. Developmental programs typically include special remedial classes, a learning assistance center, tutoring, advising, and counseling. Review of the evaluation and effectiveness of developmental education programs finds that a number of studies indicate that developmental education programs are highly successful, and that students who go through these programs graduate from college at about the same rates as those judged to be better prepared. Four student vignettes are used to illustrate success stories among developmental education students. (Contains 14 references.) (MDM)

ED 405 764 HE 030 002

The Workload of the UMS Faculty. A Report to the Joint Chairs of the Senate Budget and Taxation Committee and the House Appropriations Committee.
PUB DATE- 1 Dec 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Faculty Publishing; *Faculty Workload; Higher Education; *Productivity; Research; State Regulation; *Teaching Load; *Universities
IDENTIFIERS- *University of Maryland System

This report provides the results of a study of faculty workloads in the University of Maryland System (UMS) during the 1994-95 academic year. It was found that 19,446 course units were taught by full-time (FT) faculty at degree-granting institutions, an increase of 158 course units from the previous year while the number of FT faculty decreased by 106. Of the 3,653 FT faculty at UMS institutions, 1,111 (30 percent) were granted exceptions from teaching the standard load. Thirty-four percent of FT faculty taught more than the standard load. Externally funded research accounted for 19 percent of course load exceptions, while sabbaticals accounted for 21 percent and departmental administration accounted for 20 percent. A total of $315 million was obtained by UMS institutions in externally funded research in 1994-95, and UMS faculty published 800 books, more than 8,000 peer reviewed articles, and made more than 10,000 professional presentations. The Board of Regents' policy to increase teaching loads at UMS institutions is outlined. Institution-specific tables of teaching loads and productivity are included. Two appendixes provide a letter discussing modifications to the current survey and a copy of the survey form and instructions. (MDM)

ED 405 765 HE 030 003

Toward a State of Learning (Achieving the Vision III). Strategic Planning for the University of Maryland System.

than for those in health professions. Extensive discussion of the methodology employed is included. (CH)

ED 405 784 HE 030 055

State University of New York. Study of the Cost of Telephone Services at Selected Campuses. Report 95-D-44.
PUB DATE- 26 Mar 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accounting; *Costs; Efficiency; Higher Education; Management Systems; Multicampus Colleges; Operations Research; Resource Allocation; State Universities; Systems Analysis; *Telephone Communications Systems
IDENTIFIERS- New York; *State University of New York

This report presents data on costs associated with providing telephone service at 14 campuses of the State University of New York (SUNY) for the period January 1, 1994 through December 31, 1995. It examines the factors that affect overall costs of telephone service, and what opportunities exist for reducing telephone costs. The report includes information on: (1) local service costs and revenues, comparing costs for services purchased from local carriers with private branch exchange (PBX) capital and operating costs or leases from public telephone companies; (2) long-distance service costs; and (3) costs of using a state-owned network system. The report concludes that a great many factors and decisions affect telephone service costs. It makes no system-wide recommendations, but raises a series of questions. Appended is the reply of SUNY officials regarding these questions concerning system administration, and the situation at specific campuses. (CH)

ED 405 785 HE 030 056

Campus Crime: Difficulties Meeting Federal Reporting Requirements. Report to Congressional Requesters.
PUB DATE- Mar 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compliance (Legal); *Crime; Crime Prevention; *Data Collection; *Federal Legislation; *Federal Regulation; Higher Education; *Incidence; Law Enforcement; Legal Responsibility; Operations Research; Police School Relationship; Recordkeeping; School Security; Victims of Crime
IDENTIFIERS- *Crime Awareness and Campus Security Act 1990; Department of Education

This report to the U.S. Congress by the General Accounting Office is concerned with how the Department of Education has implemented and monitored compliance with the Crime Awareness and Campus Security Act; the kinds of problems colleges are having in trying to comply with the Act; and the requirements of state laws related to public access to police records on reported campus crime. The report finds first that the Department of Education has been slow to monitor compliance and has been late in submitting required reports to Congress. Second, it finds that colleges are having difficulty applying regulatory criteria and are not reporting uniformly. Specific difficulties include excluding crime reported to campus community outreach activities; audiences' use of programming; minority employment, hiring and training within public broadcasting; efforts to increase the participation of minorities in public broadcasting; and efforts to increase the number of minority public television and radio stations meeting the objective criteria that enable them to qualify for financial support from the Corporation. Some statistical data from the survey is also included. (AEF)

ED 405 807   IR 018 247

Smith, Peter, Ed.
Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, South Carolina, June 9-13, 1996).
PUB DATE- 96
NOTE- 235p.; For individual papers, see IR 018 248-279. For 1995 proceedings, see ED 387 088.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Assisted Instruction; Computer Networks; *Computer Uses in Education; *Educational Technology; Futures (of Society); Higher Education; Information Networks; Internet; *Microcomputers; *Multimedia Instruction; Teacher Education; Technological Advancement; Telecommunications

Papers from a conference on small college computing issues are: "Ethics, Privacy, and Security in Higher Education Technology" (John A. Anderson); "Multimedia in the Classroom: Recollections After Two Years" (Stephen T. Anderson Sr.); "Creating a Computer Competency Requirement for Mary Washington College Students" (David J. Ayersman, Ernest C. Ackermann, and Paul M. Zisman); "Low Cost, Low Tech, Low Brow Technology: A Plan for Campus Communication" (Kurt E. Bernardo); "Back to the Future: Help! It Was 20 Years Ago, and We've Only Just Arrived" (Kate Coffield); "Starting Computer Science Using C with Objects: Workable Approach" (Mary V. Connolly); "Web Database Development: Implications for Academic Publishing" (Bob Fernekes); "Using a Computer Program To Enhance an English Course in the Novel" (David Field); "A Team Approach To Managing Technology: Despite Our Differences--We Had To Make IT Work!" (Peter R. Giuliani); "Integrating "Geometer's Sketchpad" into a Geometry Course for Secondary Education Mathematic Majors" (Margaret W. Groman); "1 Thirty Station Math Lab 2 Faculty = Managing 500 Students Successfully in Low-Level Mathematics Courses" (Tim Hagopian); "The WWW, Preservice Teachers and their Mathematics Courses" (Pat Halpin and Joanne D. Kossegi); "MSCD's Development of a Campus Wide Information System on the World Wide Web" (Mary Hanna); "The Just in Time Approach To Effectively Use Business Software in College Business Courses" (Brian R. Hoyt); "C-CUE: A Regional Consortium in Action" (Frederick Jenny, Daniel Faulk, and William J. Creighton); "Creating an Undergraduate InfoTech Major" (Harold H. Kollmeier); "Process and Facilities as Critical Success Factors in Training and Supporting Faculty To Use Multimedia/Computer Technologies" (Michael E. Kress and Arthur W. Hafner); "Project Vision: An On-Line Learning Initiative for College Freshmen" (Susan V. Monk); "Distance Learning and Today's Educational Environment" (Thomas A. Pollack); "The Computerized 'Assistant Prof'" (J. Stuart Shough); "Developing a CWIS--It's Not a Computing Center Project" (Carol L. Smith and Bonnie M. Nealon); "The Shift to a Learner-Centered University: New Roles for Faculty, Students, and Technology" (Karen L. Smith and J. Timothy Kolosick); "A existing, popular programs and therefore can be introduced with little extra expenditure; (4) the major will provide the basis for a respectable application to graduate school; (5) the minor provides exposure to different aspects of information technology; and (6) the program is based on a new concept of education in information technology, so comparison with programs at other schools is not possible. (SWC)

ED 405 824 IR 018 264

Kress, Michael E.; Hafner, Arthur W.
Process and Facilities as Critical Success Factors in Training and Supporting Faculty To Use Multimedia/Computer Technologies.
PUB DATE- 96
NOTE- 5p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Computer Assisted Instruction; *Computer Literacy; Computer Networks; Computer Uses in Education; Faculty Development; Higher Education; *Inservice Teacher Education; *Instructional Development; Instructional Materials; Material Development; *Multimedia Materials
IDENTIFIERS- *City University of New York Coll of Staten Island; Technology Integration

As the College of Staten Island (New York) completes the installation phase of establishing the computer network and installing computers in most faculty offices and teaching laboratories, the priority activities have become faculty training and curriculum development. Members of the Pedagogy and Media Committee have coordinated campus-wide media-focused demonstrations and special events to promote faculty awareness and to create broader interest; they have sponsored hands-on workshops featuring elementary through advanced media technology applications. As faculty developed interest and expanded their proficiency in multimedia technology, various other catalytic events occurred on campus, which included computer laboratories going online for several academic departments; some faculty using programs they individually developed in their classroom instruction; and all faculty and staff and many students gaining access to electronic mail. To support faculty who use technology as a part of their regular classroom instruction, the college administration provided funding and space for a faculty center, located within the Library, which offers faculty access to a range of sophisticated software and equipment. Training needs of faculty were provided through a faculty-to-faculty mentoring program. The program features exposure to media/computer applications that underpin and enhance classroom instruction; its purpose is to provide a standard for quality control and strategies for the effective implementation of these instructional technologies. Faculty who are selected to participate in the program keep a log of their activities and are asked to make a presentation at the end of the semester. Preliminary evidence suggests that faculty interest in implementing educational technology in the classroom will remain strong. (AEF)

ED 405 825 IR 018 265

Monk, Susan V.

motivating environment which enhanced all students' problem-solving skills, regardless of students' mathematic and science abilities. (Contains 15 references.) (SWC)

ED 405 842 IR 018 289

Graziadei, William D.; And Others
Building Asynchronous & Synchronous Teaching-Learning Environments: Exploring a Course/Classroom Management System Solution.
PUB DATE- 97
NOTE- 24p.; Document is a copy downloaded from the Internet.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Managed Instruction; *Computer Software Evaluation; Computer Uses in Education; Distance Education; Educational Technology; Higher Education; *Internet; *Multimedia Instruction; Online Systems; User Needs (Information); World Wide Web
IDENTIFIERS- *State University of New York

The State University of New York (SUNY) established the need among faculty for an Internet-based course/classroom management system (CMS) to provide the means to customize and manage the instructional process in teaching and learning and to integrate the content from a variety of sources including instructors both local and remote, students, and publishers in an asynchronous or virtual learning and/or synchronous, distance learning environment. SUNY evaluated various commercial software applications to find a product which is open standards-based, easy to use and maintain, portable, replicable, scaleable, affordable, and has a high probability of success with long-term cost effectiveness. Other specifications included: the ability to get traditional face-to-face courses online in as short a period of time as possible in order to provide universal access to the content anywhere anytime and to do it in a simple but relatively seamless manner; and to reduce the amount of time spent teaching students to use the computer-based technology to keep the main focus on course content. The software programs TopClass and LearnLinc I-Net (LLI-Net) both interface well with several well-established Web-based support utilities. A complete course can be created, online, and running in as little as 4-6 weeks, and training needed for both faculty member and student can be conducted over the Internet and telephone. Either TopClass alone or a combination of TopClass and LLI-Net provide a comprehensive CMS package with low overhead for support. (Contains 15 references.) (Author/SWC)

ED 405 843 IR 018 290

Botterbusch, Hope Roland
Copyright in the Age of New Technology. Fastback 405.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cable Television; Change; Communications Satellites; *Compliance (Legal); Computer Software; *Copyrights; Distance Education; Downloading; Electronic Publishing; *Fair Use (Copyrights); Federal Regulation; *Information Technology; Laws; Multimedia Materials; Programming (Broadcast); Reprography; Videotape Recordings

Secondary Education; Interaction; *Outcomes of Education; Problems; Program Implementation; Student Reaction; Teaching Methods
IDENTIFIERS- *Technology Integration

Because the disadvantages of technology implementation are not foreseen, they are often referred to as "unanticipated outcomes." Identifying side-effects is important because their negative effects are amplified when they arise without warning. This paper communicates the importance of unanticipated outcomes in educational technology settings, through a variety of examples collected over a decade of technology implementation evaluation in elementary and secondary educational settings. The Concerns Based Adoption Model (CBAM) indicates that teachers implementing an innovation are initially most concerned about their own interaction with the innovation and only later do they shift more of their concern to the students; this can result in many of the "teachable moments" being lost because the teacher was not part of the interaction. Because the teachers were often distanced from the computers while the students used them, their estimation of students' skills was often inaccurate, usually too high. Teachers who were distanced from their students' computer use were usually not aware of the amount of time the students spent on any one program. As a result, many students would switch computer programs as one might switch TV channels. Sometimes software features can be the source of negative side-effects, when students ignore the task at hand or the instructional material. (AEF)

ED 405 861 IR 054 771

Proceedings of the ASCUE Summer Conference (26th Annual, Myrtle Beach, South Carolina, June 20-24, 1993).
PUB DATE- 93
NOTE- 247p.; Pages 45-49 withdrawn by ASCUE.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Oriented Programs; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Information Networks; Information Technology; *Microcomputers; Multimedia Materials; Postsecondary Education; Professional Development; Strategic Planning; Telecommunications
IDENTIFIERS- Interactive Courseware

This proceedings report includes 37 papers presented at the 1993 presented on the following topics: information technology in college recruiting; introductory networks in the classroom; Total Quality Management in higher education and a computing services organization; a High Tech Student Workstation; network communication for students and faculty; telecommunications using the Apple Global Education network; a computer component in a college core program; Spreadsheet versus general ledger accounting; solutions to "CD-ROM anxiety"; technologies planning in small colleges; multimedia in the classroom; Artificial Intelligence versus Information Processing in melody recognition; a local area network college bulletin board; "for credit" lab technicians; touch screen building directories; computer uses in professional education and staff development; a computer academic enrichment program; building a client/server environment with technology; teaching CS2 with Ada; teaching Matrix Algebra with an interactive software package; a multimedia tool for instructional development; configuring a computer lab for multimedia applications; laptop use by professors in the classroom; a capstone computer course;

DESCRIPTORS- *Academic Libraries; Change; *Communication (Thought Transfer); Curriculum Development; Educational Cooperation; Evaluation Criteria; Foreign Countries; Higher Education; Librarians; *Librarian Teacher Cooperation; Library Development; *Library Role; Library Services; Library Standards; Measurement Techniques; Program Effectiveness; User Needs (Information); Users (Information)
IDENTIFIERS- Barriers to Implementation; *Performance Indicators; Quality Indicators

Academic liaison--the two-way communication between a particular academic area and the library, focused through an individual or group of library staff--has received little attention in the debate about performance measurement. Changes have taken place in higher education libraries in both scale, with the growth of student numbers, and intent, with the move from being passive book depositories to becoming partners in course delivery. Academic liaison activities include: committee or course board membership; user education; materials selection and collection development; bookfund management; advice and assistance; developing and maintaining subject awareness; cataloging and classification; course planning and development; and monitoring the feedback loop. Liaison relationships are with: individual academics and student researchers; academic management; library representatives and committees; course teams and subject groups; students; administrative staff; and other library staff. The paper discusses the context of the higher education library; importance of the academic liaison; definition of the academic liaison position; how to measure the effectiveness of a liaison; and if measuring liaison performance will have any significance. A consensus view on the definition of an academic liaison is a prerequisite to measuring effectiveness. (SWC)

ED 405 878 IR 056 307

Webster, Keith G.
The Use of IT in Library Evaluation: Electronic Surveying at the University of Newcastle.
PUB DATE- 95
NOTE- 8p.; Paper presented at the Northumbria International Conference on Performance Measurement in Libraries and Information Services (1st, Northumberland, England, August 30-September 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Data Collection; *Evaluation Methods; Foreign Countries; Higher Education; Information Technology; Library Research; Library Services; *Library Surveys; Measurement Techniques; *Online Catalogs; Online Systems; *Research Methodology; Screen Design (Computers); Technological Advancement; Users (Information); Use Studies
IDENTIFIERS- England (Newcastle upon Tyne); University of Newcastle upon Tyne (England)

The challenge in survey methodology is to conduct studies as effectively and efficiently as possible. The University of Newcastle upon Tyne (England) has taken advantage of information technology (IT) developments to improve the conduct of in-house surveys. A surveying mechanism tied to the library OPAC (online public access catalog), accessible by users both inside and outside the library, was devised to dispense with the pencil and paper approach of surveying users and provide responses instantaneously in machine readable form. The library implemented an electronic surveying system that allowed:

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Empowerment; Innovation; *Library Administration; Library Cooperation; *Library Development; Library Personnel; *Library Planning; Library Policy; *Library Services; Library Standards; Prevention; *Total Quality Management; User Satisfaction (Information)
IDENTIFIERS- *Customer Services; Partnerships in Library Services

Being "good enough" is no longer adequate for today's library and staff. Total Quality Management (TQM) is a system and philosophy which guides a unified effort towards delivering excellent goods and services. In this video, not available at ERIC, Connie Merritt shows how TQM helps all of a library's departments work together to satisfy both its external and internal customers. Six essential components of TQM are described and discussed in the context of libraries: (1) management commitment from the top down; (2) partnering with the community and businesses; (3) meeting customer expectations; (4) prevention of problems; (5) "shucking" tradition to make a difference; and (6) empowering staff. (SWC)

ED 405 898 IR 056 346

Kyrillidou, Martha, Comp.; and Others
ARL Statistics 1995-96: A Compilation of Statistics from the One Hundred and Twenty Members of the Association of Research Libraries.
PUB DATE- 97
NOTE- 116p.; For 1994-95 statistics, see ED 393 450.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Annual Reports; College Libraries; Higher Education; Interlibrary Loans; *Library Collections; *Library Expenditures; Library Materials; *Library Personnel; *Library Services; *Library Statistics; Questionnaires; *Research Libraries; Tables (Data); World Wide Web
IDENTIFIERS- *Association of Research Libraries

This annual publication describes the collections, staffing, expenditures, and public service activities for the 109 university and 11 nonuniversity members of the Association of Research Libraries (ARL) during the 1995-96 fiscal year. This edition offers instructions for locating interactive ARL statistics on the World Wide Web, a 44-item bibliography, summary data tables on collections, expenditures, and personnel and public services, an analysis of selected variables, and Ph.D., faculty, and enrollment statistics. A collection of rank order tables offers statistical information on: volumes in library; volumes added (gross); current serials (totals); microform units; government documents; materials expenditures; salaries and wages expenditures; other operating expenditures; total library expenditures; monographs purchased (volumes); expenditures for monographs; serials purchased (subscriptions); expenditures for serials; total items loaned; total items borrowed; professional staff full-time equivalent (FTE); support staff (FTE); and total staff (FTE). A copy of the ARL statistics questionnaire is provided along with footnotes to the statistics and a list of ARL members. A complete list of the ARL member libraries is appended. (AEF) acting based on findings, subjecting outcomes to personal reflection, and reapplying the cycle, to develop a learning culture in which teachers act as guides and assessors. As compelling as learning culture theory is, however, it will have little impact without a design for systemic change that involves the following five key institutional systems: communications, professional development, mission redefinition, educational delivery, and self-correction. Further, a five-stage model has been developed for involving all constituents in the process of designing a learning culture that includes telling stakeholders of benefits, selling the vision, testing the new vision/mission statements, consulting with stakeholders, and co-creating the new mission with stakeholders. The change process must be able to adapt coherently to unpredictable environmental conditions, cope with complex systems and limited funding, and develop flexible response systems. Finally, the praxis process will produce a new paradigm consisting of a learning culture that instills a desire to learn and teaches students how to learn, a mission statement that identifies who the organization serves, and a significant re-engineering of educational institutions. Contains 13 references. (HAA)

ED 405 916 JC 970 231

Board Briefs, State Board of Directors for Arizona Community Colleges.
PUB DATE- 97
NOTE- 44p.; Most of the Briefs are printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Board of Education Policy; *College Curriculum; *Community Colleges; Educational Facilities Planning; Educational Finance; *Educational Policy; *Meetings; *State Boards of Education; State Curriculum Guides; Teacher Certification; Two Year Colleges
IDENTIFIERS- *Arizona

Prepared by the State Board of Directors for Community Colleges of Arizona, these 1- to 2-page Briefs describe key policies related to the governance and operations of the state's community colleges. The first section focuses on the role of the State Board, presenting policies related to state and local governance; the statutory powers of state and district boards; the organization of State Board meetings and the preparation of meeting agenda and minutes; State Board assignments and appointments; parliamentary procedures used in Board meetings; and the roles of such affiliated organizations as the Arizona Association of District Governing Boards, Arizona Community College Presidents Council, and Arizona Community College Association. The second section focuses on the curriculum and includes policies related to curriculum approval, the certification of state community college teachers, and the Arizona Tech Prep initiative. Next, policies are presented on college facilities development and on college finance, including an overview and a description of procedures for setting tuition and fees. The next section reviews legislative issues, including policies related to the legislative process and a list of legislative terms, while the following section focuses on operations, including policies related to reimbursements of expenditures and ethics training. The final section contains miscellaneous policies related to the Board's rulemaking process, community college residency requirements, levels that will make them better teachers. (Contains 10 references.) (Author/KC)

ED 405 468 CE 073 661

Taylor-Dunlop, Korynne; And Others
Workforce Development Success through Community, Business, and School Partnership.
PUB DATE- Mar 97
NOTE- 17p.; Paper presented at the Youth-at-Risk Conference (Savannah, GA, March 2-4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Education Work Relationship; *Employment Programs; High Risk Students; High Schools; Institutional Cooperation; *Job Training; Late Adolescents; Outcomes of Education; *Partnerships in Education; Program Effectiveness; *School Business Relationship; Youth Programs
IDENTIFIERS- *Michigan (Benton Harbor)

A cooperative program in Benton Harbor, Michigan, joins schools, businesses, nonprofit organizations, and a university to address local work force issues and needs identified by area employers and to place program graduates in jobs with a livable wage in an area of high unemployment and crime. The program consists of two major instructional components: (1) a job-specific applied skills program accomplished through self-paced, multimedia, interactive computer-based lessons; and (2) a life skills seminar designed to develop work maturity and life-coping skills needed to maintain employment. In addition to instruction, the following services are provided to participants: assessment, counseling, mentoring, resume writing, referral, placement, follow-up, and continuing education. Following the first year of operation, 182 participants had completed the 12-week program, and 132 had been placed in jobs with average wages of $7 per hour with fringe benefits. The work retention rate is about 80 percent, with some program completers having been employed for more than a year. Many are recent high-school graduates from at-risk environments who were unable to get jobs before participating in the program. Factors in the program's success include commitment, administrative style, staffing, environment, and the curricular and instructional process. (Contains 15 references.) (KC)

Certificate of General Education for Adults (CGEA). Adult Literacy Research Network.
PUB DATE- 95
NOTE- 121p.; Funded by the Adult Literacy Research Network Node for Victoria.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Educators; Adult Literacy; *Adult Students; Competency Based Education; Educational Practices; Foreign Countries; *General Education; Influences; *Student Certification; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Certificates of General Educ Adults (Australia); Impact Studies

The impact of the introduction of Australia's competency-based Certificates of General Education for Adults (CGEA) in 1994 was examined through a participatory action research-based study. Data were collected from 3 sources: reflective journals kept by 12 practitioners, interviews with 13 practitioners, and related documents. Accreditation of the CGEA was credited with the following positive impacts: bringing adult literacy and basic education in from the margins; offering adult students access to mainstream credentials and pathways; and aiding development of good teaching practice by facilitating a more rigorous approach to theoretical underpinnings and curriculum planning/delivery. The following problems arising from introduction of the CGEA were noted: inadequate funding for required moderation and professional development; encouragement of "creaming" because of funding by outcomes; confusion regarding CGEA pathways; inadequate understanding of the CGEA by providers of industrial and vocational training; inadequate guidance on curriculum development; and increased levels of pressure on teachers and students. Review and revision of the CGEA in light of the study findings was recommended. (The bibliography contains 65 references. Appendixes constituting approximately 50% of this document contain 11 teachers' reflections on the CGEA's impact on their practice and examples of CGEA competency levels and elements.) (MN)

NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Education; *Career Exploration; Check Lists; Child Development; Classroom Techniques; Clothing; Clothing Instruction; *Consumer Education; *Family Life Education; Foods Instruction; *High Risk Students; *Home Economics; Home Management; Housing; Intervention; Nutrition Instruction; *Parenthood Education; Parenting Skills; Secondary Education; Textiles Instruction
IDENTIFIERS- *Virginia

This manual is designed to help work and family studies teachers meet the needs of students who are at risk. It uses a systematic approach to adapting the learning environment that consists of an intervention checklist and intervention strategies. The manual is divided into two general sections: Common Skills Area and Applied Skills Areas. The Common Skills Areas presents potentially needed skills that cross all applied areas. The Applied Skills section is divided into the six content-specific areas found in work and family studies classes: clothing and textiles, consumer education, career exploration, child development and parenting, foods and nutrition, and housing. Each applied area has three subsections: a checklist, a list of suggested interventions, and a list of suggested resources. Each checklist is divided into two columns. The left column lists the "characteristics of setting" that may be found in a classroom; the right column indicates the "student's present performance level" for that characteristic. When an at-risk student enters a class, the referring teacher, student, or parent indicates for each skill listed whether the students has mastered, is working on, or is unable to perform the skill. The receiving teacher indicates classroom characteristics that will be required of the student. If mismatches are found, the teacher selects an appropriate intervention strategy from the list that follows. Suggested resources are listed after the interventions. (YLB)

mentoring minority psychology students a priority by: (1) formulating strategies for increasing minority involvement; (2) encouraging members to deal with this issue; (3) developing mentor training programs; and (4) providing minorities mentoring at each stage of professional development. (JBJ)

ED 405 525   CG 027 449

Howieson, Cathy; Semple, Sheila
Guidance in Secondary Schools.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh.
PUB DATE- Mar 96
NOTE- 329p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Guidance; *Counselor Attitudes; Foreign Countries; *Guidance Programs; *Parents; Program Evaluation; Pupil Personnel Services; School Counselors; *School Guidance; Secondary Education; *Student Needs; Teacher Attitudes
IDENTIFIERS- *Scotland

The aim of this study was to consider the extent to which guidance provision in secondary schools in Scotland met the guidance needs of pupils and their parents. The approach taken was to focus on experiences and perceptions of both consumers and providers of guidance, to relate their views to guidance processes, and to judge the situation in project schools against national and regional policies about guidance. A main finding of the research was the extent to which pupils' opinion and experience of guidance was dependent on the attitude and approach of individual guidance teachers. However, it is strongly suggested that the majority of guidance staff would operate more effectively if the conditions within which they work were further developed. Chapters are: (1) Introduction; (2) The research; (3) Profile of school staff; (4) guidance provision in the Project Schools (1993/94); (5) The guidance needs of pupils and their parents; (6) Guidance in practice: the teacher perspective; (7) Guidance in practice: the pupil perspective; (8) Guidance in practice: the parent perspective; (9) Careers and the World of Work; and (10) Discussion and issues. Appendices are: (1) Pupil Questionnaires and (2) Parent Questionnaires. (JBJ) references. (RJM)

ED 405 546 CS 012 724

Scordias, Margaret
Struggling Readers: An Action Research Project.
PUB DATE- May 96
NOTE- 34p.; In partial fulfillment of requirements for Associate Year.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Case Studies; Elementary Education; Learning Strategies; *Metacognition; Program Design; Reading Ability; *Reading Difficulties; Reading Improvement; *Reading Instruction; Teaching Methods; Testing; Tutoring
IDENTIFIERS- Reading Recovery Projects; *Scaffolding

A study focused on designing and implementing a reading program based on modified Reading Recovery programs. The student selected to be worked with made excellent gains and was the second strongest reader of all students observed in the study. Without question, the student functioned at a level equal to the middle of the class and her learning rate had been accelerated. Results indicated that thoughtful interventions make a difference. Scaffolding strategies included metacognition, appropriate difficulty level, and shared reading with support being gradually decreased. Metacognition helped catch confusions or learning needs early and helped eliminate the need to unlearn or untangle incorrect generalizations. Two student behaviors that signaled a need for metacognition were when a new desired reading behavior was displayed or when the student self-corrected. The aim was to optimize learning time by maintaining a tension that fluctuated between an achievable challenge and a return to a comfortable, easy level. The greater the amount of time spent working with the student, the more progress was made. The researcher noticed that gains seemed to build more quickly when sessions were closer together. Findings support the following assertions: (1) planning must include both short and long term considerations and be based on the on-going performance of the student; and (2) critical elements of the lesson may change at different stages for different students. (Contains seven tables of data; eight appendixes of research materials are attached.) (TB)

IDENTIFIERS- Student Disengagement; Tippecanoe School Corporation IN

At-risk students' failure within the system and the failure of the system to stimulate and interest them leads to a cycle of disengagement: since they lack competence, these students avoid reading. The term "at-risk" is ambiguous because of the evolution of its meaning and the different loci of blame for how people "become at risk" or are "placed at risk." A literacy lab, replacing a traditional remedial reading program at Lafayette (Indiana) Jefferson High School, was based on 3 characteristics of innovative secondary literacy programs: (1) viewing students as unique individuals; (2) providing students with tasks that are challenging, interesting, and "do-able"; and (3) allowing students choice in topic and method of completing activities. Text-based activities are integrated with other media, including a variety of computer-based, multimedia activities. Academic history interviews of 10 students and 3 case studies provide insight about the students' current family and work lives, future aspirations, experiences in school, and the values and beliefs these individuals hold regarding life within and outside of school. All students in the Literacy Lab but one found the activities to be enjoyable and helpful in their development as readers and writers. Students especially liked the computer activities in which they could read and write stories. The Literacy Lab maintains students' engagement from day to day by capitalizing on their free choice and balancing their daily challenges and success by using technology tools typically reserved for high track, more privileged students. (Contains 41 references.) (RS)

Native Americans were unaffected by the text reading, but tended to be generally positive and remained so. Second, a refutational text (the "Newsweek" and "Time" articles) had the greatest impact on students' attitudes toward Columbus, and a text with an outright negative tone had the least impact. Third, students' misconceptions about Columbus tended to change slowly after each text reading in contrast to their attitudes, which changed after a single reading. (Contains 20 references, and 1 table and 2 figures of data.) (Author/RS)

ED 405 586   CS 215 757

Kuntz, Patricia S.
City Children in African Children's Literature.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *African Culture; *Childrens Literature; *Community; Content Analysis; *Cultural Differences; Demography; Elementary Education; English; Foreign Countries; Multicultural Education; *Urban Culture
IDENTIFIERS- *Africa; Animism; Descriptive Research

A descriptive study identified titles and features of children's books set in an African city. Data were collected from various reviews of children's literature for titles published since 1980. In addition, the Cooperative Children's Book Center's log list of acquired titles for Africa from 1990 to 1996 was reviewed. Results showed that authors set stories in such African cities as Addis Ababa (Ethiopia), Banjul (Gambia); Cairo (Egypt), Cape Town (South Africa); Fez (Morocco); Freetown (Sierra Leone); Marrakech (Morocco); Harare (Zimbabwe), Johannesburg (South Africa), Lamu (Kenya), or Tangier (Morocco). On the basis of a demographic map, more than 100 cities stand out as potential sites for stories about city children in Africa. When cities are the setting for a story, authors most often selected one where English was the official language, such as Gambia or Zimbabwe. Certain books show great insights into African cities and the relationship among its inhabitants, but many have significant content problems. Authors tend to accentuate animism as an explanation of nature and to focus on minority populations to illustrate the exotic; they also concentrate on the achievements of the Afrikaaners even though they represent only 12% of the population of South Africa. Findings suggest that English language books on Africa do not do justice to the continent. Few North Americans would want African children to read only stories focused on the Amish or Mennonites from rural communities in Iowa or Pennsylvania, and yet this is essentially how most children's books represent Africa. (Contains 8 notes, a 44-item bibliography, and appendixes of 1980-1997 book titles and of biography titles.) (TB)

DESCRIPTORS- Annotated Bibliographies; Chinese Culture; Foreign
  Countries; Intellectual History; *Rhetoric; Rhetorical Theory
IDENTIFIERS- *China; *Chinese Rhetoric; Rhetorical Strategies

This selected, annotated bibliography reflects the emphasis of sinologists on the early period (roughly 600 B.C. to 300 A.D.) of Chinese rhetoric. The 42 items listed in the annotated bibliography are divided into overviews of early Chinese intellectual history, secondary sources on rhetoric, and translations of primary sources. The books and journal article entries included were published between 1928 and 1983. (RS)

ED 405 606   CS 508 502

Preiss, Raymond W.
Receiver Apprehension: A Comprehensive, Annotated Bibliography.
PUB DATE- Oct 87
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Cognitive Processes;
  *Communication Apprehension; *Communication Research; Higher
  Education; Listening Habits; *Listening Skills
IDENTIFIERS- Listening Research; *Receiver Apprehension

Noting that communication scholars have devoted considerable attention to communication apprehension, this 27-item annotated bibliography, however, focuses on receiver-based anxiety or communication apprehension. The journal articles, conference papers, and theses listed were published between 1975 and 1988. Sections of the annotated bibliography are: conceptualization and review articles; receiver apprehension and listening effectiveness; receiver apprehension and information processing anxiety; receiver apprehension and information processing effectiveness; education level; and other resources. (RS)

PUB DATE- Apr 97
NOTE- 38p.; Paper presented at the Annual Meeting of the Central States Communication Association (St. Louis, MO, April 10-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; Mass Media; *Qualitative Research; *Research Methodology; *Scholarship; *Social Science Research; Statistical Analysis
IDENTIFIERS- *Research Integration

Qualitative and quantitative social science research methods rather than representing opposing research methods instead are reinforcing research traditions. The ability of either research methodology to make lasting and important contributions requires the ability to synthesize and integrate with the other approach. While the assumptions of each research tradition differ, a functional framework is proposed for synthesizing and integrating the methods, with examples used from mass media research. The combination of functions provided by each method creates the basis for a complete science. The relationship becomes symbiotic, both methods necessary for the creation of a body of knowledge. (Contains 24 references.) (Author/RS)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Standards; *Core Curriculum; Credits; *Curriculum; *Graduation Requirements; *High Schools; Private Schools; Public Schools; Racial Composition; *Required Courses; Sex

In 1983 "A Nation at Risk" recommended that all students seeking a high-school diploma be required to enroll in the "New Basics," a core curriculum composed of 4 years of English and 3 years each of social studies, science, and mathematics. Although several states have adopted the set of requirements, others have chosen a less restrictive set that requires 4 years of English, 3 years of social studies, and 2 years each of science and mathematics. This brief presents an overview of high school course-taking in the core subject areas for the years 1982, 1987, 1990, and 1994. Analysis of National Center for Education Statistics shows that between 1982 and 1994, the percentage of high school graduates earning the less restrictive number of units in core courses more than doubled, while those earning the "New Basics" units more than tripled. These increases occurred for both sexes and all racial/ethnic groups. Students enrolled in both academic and vocational programs were just as likely as students enrolled solely in an academic program to fulfill the less restrictive requirements. However, students enrolled in an academic program only were more likely to meet the more restrictive "New Basics" requirements than those in both programs. Finally, the percentage fulfilling the "New Basics" requirements increased 39 percentage points between 1982 and 1994 for private school graduates, compared to an increase of 37 percentage points for public school graduates. Although the increase was smaller for private school graduates (32 percentage points) than for public school graduates (44 percentage points), a greater proportion of private school students (80 percent) earned the less restrictive numbers of units in 1994 than public school students (73 percent). Five tables are included. (LMI)

Characteristics; *Psychological Patterns; *Sleep

Based on the hypothesis that cognition and sleep are linked, this study compared the sleep patterns of nine children (ages 6-16) with autism with those of children with mental retardation and no disabilities. The children with autism were observed for two consecutive nights at a laboratory where their sleep patterns were recorded. Results found differences between the sleep patterns of the children with autism and other children. Children with autism exhibited reduced frequency of rapid eye movements, which is an index of organizational capacity. The sleep patterns support the idea that autistic children exhibit major deficits in organizing information. The findings are felt to explain the effectiveness of the TEACCH method proposed by Scopler and others, which presents information to autistic children in a highly organized and structured way. The paper concludes that the psychological differences found between children with autism and with intellectual disabilities suggest that these children should not be mixed together for their education. (CR)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Accessibility (for Disabled); *Building Design; Check Lists; *Housing; *Physical Disabilities; Physical Mobility; *Wheelchairs

This guide is intended to assist people with physical disabilities who are wheelchair users and their families in the construction of a barrier-free home. Introductory information notes the importance of specific planning for individual needs and full participation by the homeowner as well as the architect and contractor. Briefly addressed are: preferred home designs, preferred lots and site locations, foundations (concrete slab or ramps), doorways, door hardware, closets, bathrooms, water controls, kitchens, flooring, electrical controls and outlets, and telephone jacks. Eleven questions that should be considered prior to design and construction are included. A listing of organizations involved with accessible housing research/design or accessible products is offered, as is a list of 18 recommended publications. (DB)

Litigation; Curriculum; *Delinquency; Elementary Secondary Education; *Expulsion; Federal Legislation; Legal Problems; *Legal Responsibility; School Districts; School Responsibility; *Student Rights
IDENTIFIERS- Honig v Doe; Individuals with Disabilities Education Act

This paper presents an outline and analysis of court decisions and federal legislation concerning required educational services for students with disabilities who are expelled from school for conduct judged to be unrelated to the disability. The analysis focuses on documentation of the right to continued education following disciplinary expulsion and content requirements of education after such an expulsion. The issue is interpreted in terms of the following court cases and federal laws: Honig v. Doe, the Individuals with Disabilities Education Act (IDEA), Commonwealth of Virginia v. Riley, S-1 v. Turlington, Kaelin v. Grubbs, and Bd. of Hendrick Hudson Central School District v. Rowley. (DB)

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Behavior Rating Scales; *Career Education; Classroom Techniques; Competency Based Education; *Curriculum; *Daily Living Skills; Elementary Secondary Education; Individualized Education Programs; Instructional Design; *Interpersonal Competence; Job Skills; *Moderate Mental Retardation; *Prevocational Education; Student Educational Objectives; Student Evaluation; Teaching Methods; Vocational Rehabilitation

This scope and sequenced functional curriculum is designed for use in schools and adult training environments with individuals who have moderate disabilities. The first chapter explains the curriculum's origins in the original Life Centered Career Education Curriculum and the research project which determined the need for and modifications necessary to make the curriculum more appropriate for individuals with moderate disabilities. An extensive chart correlating competencies and subcompetencies of this curriculum with the original curriculum is also included. The second chapter, comprising the major portion of the guide, presents instructional implementation strategies for the three domains of the curriculum: daily living skills, personal-social skills, and occupational skills. Charts break these domains into 20 competencies as well as subcompetencies and objectives. Classroom training activities and home/community-based training activities are suggested for each objective. Chapter 3 briefly addresses assessment and instructional planning strategies and integration of the curriculum into the Individualized Education Program. Appended are the Competency Rating Scale-Modified for Life Centered Career Education Modified Curriculum for Individuals with Moderate Disabilities, master forms for use with the curriculum, a modified Individualized Education Program form, and related resources. (DB) and Vietnamese speaking learners were identified and prioritized by ESL teaching staff. Under the direction of the project director, resources to help teachers aid their students in addressing these problems were identified and analyzed. For these resources, a number of brief, practical teaching strategies and activities were developed, tested, and revised in order to answer students' requests for help with pronunciation without compromising the integrity of the communicative life skills curriculum. The result was a guidebook for ESL practitioners--particularly those with little formal training or experience in phonology--that contains the methodology so that practitioners with learners from other language groups might replicate the process to meet the local program needs of their students. Included is a condensed, easy to follow background "crash course" on phonology as well as tips, strategies, and classroom activities for enriching the teaching of ESL in beginning life skills classes by incorporating work with pronunciation. The guidebook also contains an annotated bibliography in order to help other programs and practitioners meet the needs of students from more than two dozen different language groups. (Adjunct ERIC Clearinghouse for ESL Literacy Education/JL)

PUB DATE- Oct 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Distance Education; *Educational Improvement; Enrollment; Higher Education; Income; Information Technology; *Long Range Planning; Productivity; *Statewide Planning; *Strategic Planning; *Universities
IDENTIFIERS- *University of Maryland System

This report provides an overview of the challenges facing the University of Maryland System (UMS) institutions in the coming years and of strategic planning efforts that administrators and faculty must take to meet these challenges. By the year 2002, UMS will need to increase enrollment by 20 percent, increase productivity by 20 percent, and generate a 20 percent net increase in income from sources other than government funds and student tuition. UMS institutions will need to build on institutional strengths, identifying particular strengths on which they plan to build to position themselves strategically for the 21st century and to enhance the quality of their services. They will need to strengthen institutional collaboration to expand educational opportunities, reduce unproductive duplication, and achieve economies of scale that institutions acting independently cannot match. They will also need to strengthen institutional revenues, especially from non-state sources and "paying customers" in the private sector. Finally, UMS institutions will need to strengthen information technology infrastructure to extend distance learning capabilities, expand access for place-bound students, and improve the efficiency and quality of both academic programs and administrative services. The expected outcomes of these initiatives for the UMS system and the state of Maryland are noted. (MDM)

officials other than law enforcement officials, using wrong categories to report sex-related offenses and murder, omitting hate crimes, excluding information on crimes reported to local police, and using arrest data for three reporting categories. Third, the report finds that the provisions of the states' campus crime open record laws vary. The report concludes that the two primary reasons for the conditions reported above are the differing characteristics of colleges and the confusion that exists about reporting requirements. Included in the appended material are scope and methodology information; provisions of state open campus crime record laws; and comments from the Department of Education which concurs with the report's basic conclusions. (CH)

ED 405 786 HE 030 057

Performance Funding: A Report of the Commission on Higher Education to the General Assembly. Special Report No. 4.
PUB DATE- 14 Jan 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - General (140)
DESCRIPTORS- Accountability; College Outcomes Assessment; Educational Assessment; Evaluation Criteria; *Financial Support; Formative Evaluation; Higher Education; Performance Based Assessment; *Performance Factors; Program Evaluation; School Funds; State Aid; State Standards
IDENTIFIERS- *Performance Indicators; *South Carolina

This progress report, as required by Act 359 of the South Carolina General Assembly, describes activities of a consortium of business and academic leaders toward development of a performance-based funding plan based on 37 performance indicators for public institutions of higher education in the state. Briefly summarized are the status of: measures and definitions, indicators, development of performance funding methodology, submission of regulations under the Administrative Procedures Act, and annual review and reporting to the General Assembly. In the first phase three task forces developed measures, definitions, and methods of reporting for the indicators. Attachments to the report include: a list of the Commission on Higher Education task force members; a list of sector committee members; and the measures and definitions of each of the 37 performance factors developed, including dates on which measurement data will be available. These indicators address the broad areas of: (1) mission focus, (2) quality of faculty, (3) instructional quality, (4) institutional cooperation and collaboration, (5) administrative efficiency, (6) entrance requirements, (7) graduates' achievements, (8) user-friendliness of institution, and (9) research funding. (CH)

Process Education Approach To Teaching Computer Science" (Peter D. Smith); "The Paperless Writing Course: A Relevant Business Writing Course" (Michelle Snyder); "Neural Networks for the Beginner" (Robin M. Snyder); "A Personal Multimedia System for Instructional Support" (Robin M. Snyder); "Bridging the Multimedia Generation Gap" (Nancy Thibeault and Janet Hurn); "Using TQM: A New Teaching Model" (Nancy S. Thomson); "Faculty as Partners: A Four-Tiered Training Approach To the Web" (Robin Wagner and Kim Breighner); "Supporting Student PCs on the Campus Network" (Brad Weaver); "The Compressed Video Experience" (John Weber); and "Integrating Courses with the Internet: Preparing the Teacher as well as the Learner" (Arthur E. Williams). (SWC)

Project Vision: An On-line Learning Initiative for College Freshmen.
PUB DATE- 96
NOTE- 11p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (29th, North Myrtle Beach, SC, June 9-13, 1996); see IR 018 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; Computer Mediated Communication; Computer Uses in Education; Cooperative Learning; *Curriculum Development; *Distance Education; *Educational Innovation; *Educational Technology; Faculty; Higher Education; Information Skills; Librarians; Online Searching; *Online Systems; Portfolios (Background Materials); Program Development; Student Attitudes; Teamwork
IDENTIFIERS- *Pennsylvania State University

Project Vision was undertaken by the Pennsylvania State University Commonwealth Campus System (which includes 18 different campuses across Pennsylvania) to explore the potential of interactive instructional technology. Three campuses were chosen to participate, each of which selected a librarian, three faculty, and 20 incoming freshman students. Teams of faculty, one from each of the three campuses, were responsible for developing online courses in their respective disciplines. Three courses were selected for the first year: Health Education; American Studies; and Science and Technology in Society. In addition, a new course was developed, Library Studies, to introduce students to necessary technology and search skills. Project Vision provided students with their own laptop computer for use during the school year, with a direct connection from their dorm room or the capability to dial-in from home. To build a sense of community across the three campuses, Project Vision hosted a picnic at the beginning of the year and established learning studios, which were reserved for the students, at each of the campuses. Groups were assigned; they then chose the particular issue they wanted to research and present. To assess an individual student's accomplishments in the course, each student was asked to assemble a portfolio of the resources found and the student's contributions to the group. In general, students were very positive about their experiences with Project Vision. The part they liked least was the group work. (AEF)

IDENTIFIERS- Copyright Law 1976

With the many changes in technology since the Copyright Act was passed, following that law has become increasingly complex. Educators need to understand the law, and how to apply it in various situations. This fastback addresses some of the key issues of copyright law with particular attention to new technologies. After a brief history of the copyright law is given, penalties for copyright infringement are outlined. Next is a description of fair use conditions for photocopying, videotape, taping broadcast television programs, cable television programming, satellite television programming, and distance learning networks. Discussion then moves to computers and copyright, discussing multimedia, materials placed on electronic reserve by educators, and electronic publishing. Contains 32 references: 13 books and articles, 3 internet sites, and 6 laws and Congressional reports. (AEF)

a computer literacy course; system maps and embedded cognitive strategies in educational hypermedia; computer technology for elementary and middle school students; a microcomputer purchasing program; comparison of database systems; a computer-based differential equations course; an interdisciplinary technology classroom; a Faculty Innovation Center; networking classrooms and learning centers; math visualization with Spreadsheets; and case studies of technology for instruction. This volume also includes information about ASCUE, a list of ASCUE board members, and information on the keynote speakers and preconference seminars. (Author/AEF)

ED 405 862 IR 054 952

Selected Readings in Preservation, 1991. ALIC Bibliography No. 10.
PUB DATE- Sep 93
NOTE- 13p.; Compiled by the Education Committee of the Society of American Archivists Preservation Section.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Archives; Library Planning; *Preservation
IDENTIFIERS- Library Materials Conservation

This bibliography is an annotated list of significant literature released in 1991 relating to the preservation of archival records. Geared to the general archives community, it is designed to serve as a convenient reference to sources considered to be the most useful for preservation planning and management. It is not intended to be comprehensive. This bibliography contains literature in English that relates to archive preservation. It does not contain sources that deliver information electronically nor does it refer to highly technical works. To the extent possible, citations include the cost of and instructions for ordering the publications. The list is arranged in the following subject areas: general works (5 titles); preservation planning and management (3 titles); environmental control (7 titles); reformatting (5 titles); disaster preparedness (1 title); paper and bound records (7 titles); photographs (7 titles); moving image and sound records (5 titles); and electronic records (5 titles). (JLB) determination of respondent identity; screen layout to be designed by the library; comparison of composition of sample with whole user population; automatic analysis of multiple choice responses; opportunity for users to quit the survey at any time to return to the OPAC; analysis of number of users quitting at each stage of the survey; and logging of users' locations when completing the survey. The first test of the electronic survey system achieved a response rate of less than 10%, with one-third of responses received from OPAC users outside the library. Low survey participation may be due to: (1) the survey period falling immediately before the examination period when students may have other time pressures; (2) people may not have realized the survey consisted of only five questions; and (3) patrons use the OPAC for a specific purpose, so when given the option to quit the survey to return to the OPAC, they do so quickly. An appendix shows sample survey screens. (SWC)

ED 405 899 IR 056 347

Pacey, Brenda
Interconnections: An Information Technology Conference Series.
Final Report.

SPONS. AGENCY- Illinois State Library, Springfield.
PUB DATE- Feb 96
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computers; Continuing Education; *Information Technology; Internet; *Library Cooperation; Needs Assessment; State Libraries; *State Programs; *Workshops
IDENTIFIERS- *Illinois; Illinois State Library; Library Services and Construction Act

Lincoln Trail Libraries System, with cooperation from Rolling Prairie Library System, was awarded a LSCA (Library Services and Construction Act) Title III grant to coordinate a series of four statewide "Interconnections" information technology conferences. These conferences were planned cooperatively by and aimed at attendees representing a wide range of library, business and agriculture, community agency, educational institution, telecommunications industry, and governmental bodies. Three major goals for the project were met: (1) increase public/private interagency continuing education cooperative planning efforts among libraries, educational institutions, community agencies, and business and technology representatives; (2) plan and present a coordinated series of four information technology workshops held in central Illinois, open to statewide attendance; and (3) assess impact on conference participants and identify ongoing library and information agency continuing education needs in the areas of new information technologies, based on conference attendee evaluations, selective participant follow-up survey activities, and advisory group summary review. The all-day conferences featured nationally recognized leaders in information technology, library, and public policy arena and topics focused on: Telecommunications: Getting Connected for Information Access; Navigating the Internet: New Tools and State-of-the-Art Access; Electronic References: Meeting Information Needs via the Internet; and National Information Infrastructure: Policies and Issues. This final narrative report includes detailed evaluations, survey results, and copies of newsletters. Appendices include publicity materials, list of conference presenters, evaluation documents, and project products. (Author/SWC)

and national education data collection. (HAA)

ED 405 917 JC 970 232

Oromaner, Mark

Staff Development and Organizational Change. Report 97.03-SR.

PUB DATE- Feb 97

NOTE- 11p.; Paper presented at a meeting of the Rotary Club of Jersey City (Jersey City, NJ, February 13, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Change Strategies; Community Colleges; Employer Employee Relationship; Organizational Change; *Organizational Development; Program Design; Program Implementation; *Staff Development; *Systems Approach; Two Year Colleges

IDENTIFIERS- Hudson County Community College NJ

Most community colleges are involved in some sort of staff development program and are also undergoing constant change involving restructuring, rightsizing, or developing new missions and objectives. In general, the more institutionalized and integrated a staff development program is, the more effective the organization will be. Organizations are best viewed as systems composed of interdependent parts, and staff development is a major component in integrating these systems. This kind of systems view enables one to recognize that colleges are part of and are influenced by external systems. Changes in economic, political, or demographic realities in a region directly affect a college and directly affect its needs for staff development. Every college should engage in staff development to keep up with new professional and technical knowledge, socialize new employees, define the changing demands and expectations of positions, find innovative ways of doing more with less, deal with professional burnout, help staff respond to changes in organizational mission and structure, respond to client or customer needs, help staff meet government or other external demands, and provide staff with resources beyond their salaries. Finally, in implementing a staff development program, colleges should determine the role of the program and appropriate components, ensure that the program is seen as "neutral," determine who is to be served, and develop a representative advisory counsel. (HAA)

ED 405 918 JC 970 233

Beasley, Sarah; Kent, Jean
World Wide Web Pages--Tools for Teaching and Learning.
PUB DATE- Nov 96
NOTE- 32p.; Hypertext materials used in a presentation at the League for Innovation in the Community College's Conference on Information Technology (Phoenix, AZ, November 13-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; Curriculum Design; Curriculum Development; Distance Education; Educational Resources; Electronic Mail; *Hypermedia; *Instructional Materials; Teaching Methods; Two Year Colleges; *World Wide Web
IDENTIFIERS- *HTML

Created to help educators incorporate World Wide Web pages into teaching and learning, this collection of Web pages presents resources, materials, and techniques for using the Web. The first page focuses on tools for teaching and learning via the Web, providing pointers to sites containing the following: (1) course materials for both distance and traditional education; (2) up-to-date information resources, such as the Census Bureau Home Page; (3) innovative methods of expanding the classroom via online conferencing, listservs, and electronic mail; (4) hypermedia tools to support a variety of learning styles; (5) student-published projects; and (6) student home page projects. Next, resources for developing Web instructional pages are presented, including sites related to teaching on the Web, hypertext markup language (HTML) resources, and potential sources of information and course content. Techniques for saving source code from home pages are then described for both Windows- and Macintosh-based Web browsers and basic instructions for coding in HTML are presented, including commonly used HTML tags and hints for applying hyper-link tags. The next page reviews strategies for creating and testing home page files, while the final two pages discuss creating and using bookmarks, or locally maintained lists of sites, for both Macintosh and Windows versions of Netscape 2.0. Contains 13 references to books on using HTML. (HAA)

ED 405 919 JC 970 234

Bass, Howard G. Sam
Curriculum Advancement for Work Force Colleges: The Nicolet College Process.
PUB DATE- Nov 96
NOTE- 108p.; Materials used in a presentation to the International Community College Workforce Development Conference of the National Initiative for Leadership and Institutional Effectiveness (Charlotte, NC, November 3-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; College Curriculum; Community Colleges; *Curriculum Development; *Curriculum Evaluation; *Curriculum Research; *Educational Objectives; *General Education; *Labor Force Development; Matrices; Outcome Based

ED 405 937 JC 970 259

Luan, Jing
Watsonville Center Needs Analysis: Analysis of the High School Student Surveys, Analysis of the Watsonville Center Student Surveys, and Report of the Initial Longitudinal Student Cohort Tracking for the Needs Analysis of the Watsonville Center, Fall 1995.
PUB DATE- Jan 96
NOTE- 65p.; Reports submitted to the Watsonville Center Needs Analysis Task Force.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Educational Demand; *Education Service Centers; *Enrollment Influences; High Schools; High School Students; *Hispanic Americans; Longitudinal Studies; Needs Assessment; Outcomes of Education; Questionnaires; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Cabrillo College CA

Prepared as part of a needs assessment for the Watsonville Center of California's Cabrillo College, the three reports included in this document present findings from studies conducted of area high school students and CC students. The first report presents findings from a fall 1995 study of 1,234 students at California's Aptos High School and Watsonville High School regarding their educational goals and factors affecting their decision to enroll at CC. This report indicates that 42% cited CC as their first choice for college and that there was more interest in attending CC's main campus than the Center. The second report presents findings from a study of 407 CC students enrolled at the Watsonville Center in fall 1995 to determine their reasons for attending the Center, satisfaction with services, and interests in courses. Findings from this report indicate 69% of the students spoke Spanish as their first language and 22% said that they would not attend college at all if the Center did not exist. The final report presents findings from a longitudinal study of CC students who first enrolled in fall 1992, comparing outcomes through spring 1995 for students enrolled exclusively at the Watsonville Center, at both the Center and CC's main campus, and exclusively at the main campus. This report indicates that a majority of the students enrolled at the Center only were Hispanic and Center-only students were at a higher risk of dropping out. Survey instruments are included for the first two reports. Enrollment projections for 1995 to 2005 are appended. (HAA)

ED 405 938 JC 970 261

Luan, Jing
Using Wage Record Data To Measure the Success of Students in the Labor Market: A Longitudinal Study of Former Cabrillo College Occupational Education Students' Employment and Wages (Cohorts 1990 and 1991).
PUB DATE- Jul 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Comparative Analysis;

ED 405 956 PS 025 025

Taylor, Philip; Miller Stanley
The Primary Professional: A Study of Professionalism in Primary Education.
PUB DATE- 96
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Research; *Elementary Education; Foreign Countries; *Professional Development; Professional Education; *Professional Recognition; Questionnaires; Standards; *Teacher Attitudes; Teacher Effectiveness; *Teaching (Occupation)
IDENTIFIERS- *England

Previous studies by the Primary Schools Research and Development Group at the University of Birmingham (England) raised questions about the nature of the professionalism to which primary school teachers lay claim. This study, intended to explore professionalism among teachers of young children, looked "back" over aspects of the history of primary school teaching, looked "in" at the views of professionalism held by a sample of today's primary school teachers across England, and looked "forward" to the issues that teachers may need to confront if the term "professional" is to become the mainspring for future developments in primary school teaching. Sources included historical materials, a questionnaire, and in-depth interviews. Eighty percent of the teachers sampled want a teaching council along the lines of the British Medical Association which would approve standards of entry into the profession. Over 90 percent believe that professional competence consists of maintaining order and keeping discipline in classroom, being responsible for standards, understanding children and motivating them to learn, and enhancing their social awareness and skills. Over 80 percent believe that changes in personal relationships between people, in the ways in which people earn their living and the way wealth is distributed in society, and in the ways in which children are brought up will making teaching more problematic. (WJC)

ED 405 957 PS 025 029

Every Kid Counts in the District of Columbia: 3rd Annual Factbook.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Eugene and Agnes E. Meyer Foundation, Washington, D.C.
PUB DATE- 96
NOTE- 27p.; Funding also provided by Freddie Mac Foundation and Glen Eagles Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Births to Single Women; Child Abuse; Child Health; Child Neglect; *Children; Day Care; Dropout Rate; Early Childhood Education; Early Parenthood; Elementary Secondary Education; Family (Sociological Unit); Homeless People; Infant Mortality; Poverty; *Social Indicators; State Surveys; Statistical Surveys; *Well Being; Youth Problems
IDENTIFIERS- *District of Columbia; *Indicators

This KIDS COUNT statistical report is the third to present information on the status of children and youth in the District of Columbia. An Executive Summary presents the overall

ED 405 975 PS 025 156

Links between Early Childhood Development and Education and Primary Education. UNESCO Education Sector Monograph No. 6, 1996.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; *Developmental Continuity; *Early Childhood Education; Early Experience; Early Intervention; *Elementary Education; Foreign Countries; *Partnerships in Education; Policy; Program Descriptions; School Readiness; Transitional Programs; Young Children
IDENTIFIERS- Early Childhood Development Programs; *Linkage; UNESCO; United Nations

This report has two aims: (1) to stimulate discussion on issues, strategies, and possible activities at the international level relevant to the links between early childhood development and education and primary education; and (2) to gather additional ideas and information on relevant experiences and structures, to be included in a more comprehensive publication. Section 1, "Background," discusses access to primary education in developing countries and concerns about dropout rates and grade repetition. Section 2, "Early Childhood Development and Education," focuses on the role of early intervention programs in improving the progress and achievement of children in primary schools. Section 3, "Entrance into Primary School," discusses primary school entry as crucial for later success. Section 4, "The Rationale for Linking Early Childhood Development and Education," discusses the possibility of links between early and primary education programs in reducing underachievement, dropouts, and absenteeism, and considers various approaches to and expected outcomes of such linkages. Section 5, "Examples of Linked Programmes and Experiences," provides information on formal and nonformal program practices. Section 6, "Case Studies," describes programs in China, Denmark, France, Guyana, India, Morocco, and the United States. Section 7, "Policy Issues," considers several areas, including funding, curriculum, and administration. Section 8, "Conclusion," highlights the awareness of many nations that early intervention is more effective than later remedial measures. (Contains 52 references.) (KDFB)

ED 405 976 PS 025 157

Durkin, Lisa Lyons, Ed.
First Teacher, Volume 17, 1996.
PUB DATE- 96
NOTE- 239p.; For volume 15, see PS 023 494; for volume 16, see PS 024 207.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Activity Units; *Childrens Literature; Classroom Techniques; Community Characteristics; *Learning Activities; *Neighborhoods; Outdoor Activities; Peace; Preschool Curriculum; Preschool Education; *Prosocial Behavior; Sharing Behavior; Story Telling; *Summer Programs; Time; *Time Management
IDENTIFIERS- *Spring (Season); Summer

ED 405 993 PS 025 195

Jourdan-Ionescu, Colette; Couture, Germain
Learning Potential: Independent from the Quality of the Family Environment.
PUB DATE- Aug 96
NOTE- 13p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996). This research was funded by Fonds pour la Formation de Chercheurs et l'Aide a la Recherche.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Family Environment; *Family Influence; Foreign Countries; *Learning Readiness; Socioeconomic Influences; Socioeconomic Status; Young Children
IDENTIFIERS- Learning Potential Tests

This study used the Learning Potential Test to demonstrate the independence of learning potential from the characteristics of the family environment. The subjects were 36 white children age 46 to 75 months from low and middle socioeconomic level families. Demographic information was obtained by a questionnaire and the home environment quality was evaluated with a revised version of the HOME Inventory (HOME-R). The Learning Potential Test was given individually to children and yielded six scores: spontaneous performance (success without assistance), assisted performance (success with help), transfer performance (performance after assistance, the learning potential score), inefficiency score (part of the assisted performance which did not bring the child to succeed in the transfer task), global performance (score with and without assistance), and gain quotient (proportion of global performance obtained by transfer performance). The Raven's Progressive Colored Matrices were given individually to 21 of the children. Results indicated that the spontaneous performance score correlated with the total HOME-R score and the Raven's scores, suggesting that spontaneous performance is comparable to conventional IQ scores. The transfer performance correlated with only one HOME-R subscale, suggesting that learning potential is independent of the family environment. For families receiving lower HOME-R total scores, the transfer performance was higher than the spontaneous performance, while in the families with higher HOME-R total scores, the transfer performance was lower than the spontaneous performance, suggesting that families with lower home environment quality are more likely to benefit from assistance than families with higher home environment quality. (Contains 49 references.) (KDFB)

ED 405 994 PS 025 199

Nixon, Dianne; Gould, Katy
Emerging: Child Development in the First Three Years.
PUB DATE- 96
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

ED 406 011 PS 025 228

Taylor, Karen B.; And Others
Maternal Employment in Relation to Family Resources, Family Routines, and Parenting in Low-Income Families.
PUB DATE- Apr 97
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Children; *Employed Women; Family Environment; *Family Financial Resources; *Family Life; Interpersonal Competence; Longitudinal Studies; *Low Income Groups; *Mothers; *Parent Child Relationship; Parenting Skills; Social Development
IDENTIFIERS- Family Functioning; *Parenting Styles

This study examined differences in family functioning and resources, parenting style, and child outcomes in low-income families in which mothers were and were not employed. The participants were 194 low-income families whose children began kindergarten between 1992 and 1994. Child outcome measures included the Peabody Picture Vocabulary Test (PPVT), two subscales of the Woodcock-Johnson Tests of Achievement (WJTA), and the Social Skills Rating System, completed early in kindergarten. Family characteristics were identified with the Family Resource Scale, Family Routines Questionnaire, the Parenting Dimensions Inventory, and an interview completed at kindergarten entry. Findings indicated that maternal age and depression were not related to employment. Maternal education and number of parents in the home were positively related to maternal employment. Employed mothers supplied their families with higher incomes and better access to community resources than unemployed mothers. Families with working mothers had more established routines than families with unemployed mothers. Employed mothers did not rate themselves any differently from unemployed mothers on parental nurturance, restrictiveness, consistency, or responsiveness. Controlling for maternal education and family type, the study found that employed mothers described their children as more assertive and responsible than did unemployed mothers. Children of employed mothers scored higher on the Applied Problems subscale of the WJTA but not on the Letter-Word Identification test nor on the PPVT, even when controlling for other family factors as covariates with maternal employment. (Contains 28 references.) (KDFB)

ED 406 012 PS 025 229

Strayer, Janet; Chang, Anthony
Children's Emotional and Helping Responses as a Function of Empathy and Affective Cues.
PUB DATE- Apr 97
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; Altruism; Attribution Theory;

ED 406 028 PS 025 252

Berndt, Thomas J., Ed.; Ladd, Gary W., Ed.
Peer Relationships in Child Development.
PUB DATE- 89
NOTE- 434p.; A Volume in the Wiley Series on Personality
Processes, Irving B. Weiner, Series Editor.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art
Materials (070)
DESCRIPTORS- *Adolescents; Age Differences; Attachment Behavior; *Child Development; *Children; Conflict; Early Intervention; Emotional Development; Family Influence; *Friendship; Interpersonal Competence; Nature Nurture Controversy; Peer Groups; Peer Influence; *Peer Relationship; Popularity; Predictor Variables; Sibling Relationship; Social Development; Student Adjustment; Theories

Although hypotheses about the consequences of peer relationships for children's development have served as the foundation for much of the research into children and adolescent peer relationships, direct assessment of the impact of such relationships on children's personality, social behavior, or cognition has rarely been done. This book discusses key issues and current evidence on the contributions of peer relationships to children's development. The chapters are: (1) "Toward a Further Understanding of Peer Relationships and Their Contributions to Child Development" (Gary W. Ladd); (2) "Popularity and Friendship: Issues in Theory, Measurement, and Outcome" (William M. Bukowski and Betsy Hoza); (3) "Behavioral Manifestations of Children's Friendships" (Willard W. Hartup); (4) "Social Conflict and Development: Peers and Siblings" (Carolyn U. Shantz and Cathy J. Hobart); (5) "Social and Emotional Development in a Relational Context: Friendship Interaction from Early Childhood to Adolescence" (Jeffrey G. Parker and John M. Gottman); (6) "Strategic Uses of Peer Learning in Children's Education" (William Damon and Erin Phelps); (7) "The Selection of Friends: Changes Across the Grades and in Different School Environments" (Joyce L. Epstein); (8) "The Role of Peer Groups in Adolescents' Adjustment to Secondary School" (B. Bradford Brown); (9) "Infant-Mother Attachment, Sociability, and Peer Competence" (Michael E. Lamb and Alison Nash); (10) "Early Predictors of Childhood Friendship" (Michael Lewis and Candice Feiring); (11) "Families and Peers: Another Look at the Nature-Nurture Question" (David C. Rowe); (12) "Adolescents' Interpersonal Relationships in Social Context" (James Youniss and Jacqueline Smollar); (13) "Peers' Influence on Adjustment and Development: A View from the Intervention Literature" (Wyndol Furman and Leslie A. Gavin); (14) "Peers' Contributions to Children's Social Maladjustment: Description and Intervention" (Joseph M. Price and Kenneth A. Dodge); (15) "Children's Strategies for Interpersonal Negotiation with Peers: An Interpretive/Empirical Approach to the Study of Social Development" (Robert L. Selman and Lynn Hickey Schultz); and (16) "Contributions of Peer Relationships to Children's Development" (Thomas J. Berndt). (KDFB)

ED 406 029 PS 025 253

McMillan, Daniel C.; Vigil, Herminia J.
The Status of Child Nutrition Programs in Colorado.
PUB DATE- Mar 97

ED 406 046   PS 025 280

Kuther, Tara L.; Higgins-D'Alessandro, Ann
The Role of Moral Reasoning and Domain Judgment in Adolescent
  Risk Engagement.
PUB DATE- Apr 97
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society
  for Research in Child Development (62nd, Washington, DC, April
  3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Delinquency; High Schools;
  Intervention; *Moral Values; Risk; Substance Abuse; Suicide;
  *Value Judgment; Youth Problems
IDENTIFIERS- Adolescent Attitudes; Just Community Approach; Moral
  Behavior; *Moral Reasoning; *Risk Taking Behavior

Moral reasoning, engagement in risk, and domain placement of risk as a moral, conventional, or personal issue were assessed in two groups of students: an intervention group participating in an alternative school program employing the just community approach to education, and a control group from the larger high school with which the alternative school is affiliated. Students completed a questionnaire assessing the frequency with which they engage in four types of risk (delinquency, substance involvement, sex, and suicide); a questionnaire assessing how participants categorize decisions about whether to engage in these risks (as decisions of morality, social convention, or personal discretion); and the Defining Issues Test. Overall, students perceived risk as a personal choice, with the exception of delinquency, which was perceived as a moral choice; however, for substance involvement, this relationship differed by level of risk engagement. Domain placement of risk moderated the reasoning-behavior relationship such that students who considered delinquent activity to be a least partly a moral issue, and whose behavior corresponded to their judgments, exhibited less preconventional reasoning and more post conventional reasoning than those whose behavior did not correspond with their judgment. This relationship differed by school, indicating that the intervention had positive outcomes. (Contains 14 references.) (Author/EV)

ED 406 047   PS 025 286

Whitfield, Lisa Cramer; Presson, Clark C.
Developments in Planning: Children Respond to Contextual Change.
PUB DATE- Apr 97
NOTE- 13p.; Paper presented at the Biennial Meeting of the
  Society for Research in Child Development (62nd, Washington,
  DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Children; Cognitive Development;
  Cognitive Processes; Context Effect; *Feedback; *Planning;
  *Problem Solving; Thinking Skills

In two studies, children participated in route-planning tasks in which they were asked to find the shortest path to retrieve certain items. In Study 1, children participated in two versions of the task (standard versus feedback) differing in the amount of contextual support. Forty-eight children, ages 6,

ED 406 065 PS 025 354

Janko, Susan
Vulnerable Children, Vulnerable Families: The Social Construction of Child Abuse.
PUB DATE- 94
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Child Abuse; Child Custody; *Child Neglect; Child Rearing; Child Welfare; Family Environment; Family Needs; *Family Programs; Integrated Services; Intervention; Parent Child Relationship; Parenting Skills; Poverty; *Social Attitudes; Social Services; Well Being
IDENTIFIERS- *Family Preservation Services; Family Service Workers; Family Support

Based on a study conducted in an intervention program for parents of maltreated children, this book examines the well intended but often ineffective efforts of the child welfare system to prevent maltreatment, as illustrated by the experiences of three parents targeted by the state's child protection agency, and urges more far-reaching policy changes to coordinate earlier and more diverse kinds of support for children and families. Following an introductory chapter describing determinants of child abuse and the study's data collection, chapter 2 presents the three parents' stories and their family histories. Chapter 3 examines the procedures for substantiating child maltreatment and subsequent legal intervention. Chapter 4 explores the potentially intergenerational nature of child abuse, the influence of poverty, and the functions of child protective services. Chapter 5 describes the relationships between parents and child protection workers, and how caseworker misperceptions can aggravate their interactions. This chapter also suggests a more preventive model of child welfare service than the current system, noting that those parents "in the system" who were able to bring about change in their lives did so not because of a single agency but rather because of intervention and support from a variety of sources. Chapter 6 explores how compliance with child welfare contracts will often help a parent gain back her children, but may not bring about long-lasting changes in the problems that precipitated the maltreatment. This chapter also discusses how the child welfare system should be changed: (1) intervention should be provided before abuse incidents occur; (2) interventions should be of sufficient duration and reflect the characteristics and dynamics of the problems they are trying to address; (3) intervention should be delivered by highly trained and skilled interventionists; (4) child welfare programs should shift from a deficit model to one of fostering parents' strengths and empowering them to take control over services, monetary support, and informational sources; and (5) support and empowerment must occur within communities rather than solely within individuals and agencies. A final chapter explores the "why" and "how" of change, including concepts of risks and models of intervention. A description of the study's methods are appended. Contains 108 references. (HTH)

ED 406 066 PS 025 385

Horobin, Karen D.
Children's Understanding of Biological Inheritance: Nature,

ED 406 082 RC 020 975

Margolin, Arnold
Fragile: Education in the Balance. West Virginia County School Boards: Deficit Experience, Fiscal Years 1990-1995.
SPONS. AGENCY- Claude Worthington Benedum Foundation, Pittsburgh, Pa.
PUB DATE- Jul 96
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgets; Costs; *County School Districts; *Educational Finance; Elementary Secondary Education; Rural Schools; *School Personnel; School Taxes; *State Aid; Student Transportation; Tables (Data)
IDENTIFIERS- *Budget Deficits; Funding Formulas; Population Density; *West Virginia

This report examines the financial ability of West Virginia's 55 county school boards to balance their budgets for fiscal years 1990-95. Data were gathered from annual financial statements of the county boards, annual state budgets, various state reports on education, and a survey of districts that did not incur any deficits. An overview of West Virginia's financial environment examines the following critical changes: new state funding of capital outlay for building construction and maintenance, resulting in widespread school consolidation; a program to reappraise property values for tax purposes; a new teacher retirement system; changes to the state aid funding formula, reducing the numbers of school personnel; proposed constitutional amendments to impose additional property tax levies; and major legal challenges to the state's school financing system. An examination of the 6 fiscal years, 1990-95, found that student enrollment and the number of school personnel decreased each year; a total of 78 deficits were reported during the period; the number of counties reporting deficits each year increased during the period; and 22 of the 55 counties did not report any deficits. The most prevalent factors contributing to deficits were changes in the school aid formula, lack of excess levies to fund schools, sparsity of population, transportation expenditures, and other required program costs. This report includes 34 data tables detailing school district statistics, a glossary, and information on the West Virginia Education Fund. (SV)

ED 406 083 RC 020 981

Everett, Patricia C.; And Others
Presentation of Social and Academic Factors That Encourage Persistence in Secondary Schools in Rural, Low Socioeconomic Areas of Two Selected Southeastern States.
PUB DATE- Mar 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Dropout Attitudes; *Dropouts; High Schools; *High School Seniors; Low Income; Models; Parent Influence; *Predictor Variables; Rural

ED 406 099 RC 021 000

Monahan, Robert G.; And Others
Rural Teachers', Administrators', and Counselors' Attitudes about Inclusion.
PUB DATE- Mar 97
NOTE- 9p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Counselor Attitudes; Educational Attitudes; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Regular and Special Education Relationship; Rural Education; School Surveys; *Special Education; *Teacher Attitudes; Teacher Collaboration; Teacher Student Relationship
IDENTIFIERS- *South Carolina

Teachers, administrators, and counselors throughout South Carolina were randomly surveyed to evaluate attitudes toward inclusion. One hundred administrators, 125 counselors, and 342 teachers responded. Philosophically, over half of counselors and teachers believed that students with special needs have a basic right to be taught in the general education classroom, but only 43 percent of administrators felt that way. The three groups agreed that students with special needs would benefit from inclusion, but one third or less believed that students would increase their academic skills in inclusive settings. Regarding feasibility, 72 percent of teachers, 60 percent of administrators, and 44 percent of counselors believed that inclusion was a good idea but would meet with much resistance from general educators. Most general educators preferred to send special needs students to special education classes. Many responses indicated that general educators received little assistance from special educators. The three groups believed that general and special educators should collaborate, yet responses revealed that general educators are marginally comfortable in coteaching with special educators. Over half of teachers, administrators, and counselors felt that more finances are needed to successfully implement inclusion. Perceptions of special needs students were mixed, but all three groups perceived them as needing more attention. Results indicate a need for teacher preparation programs and faculty development, lower student-teacher ratios in the inclusion class, financial commitment for inclusionary service delivery models, and mission statements that reflect community values and beliefs. Three tables include survey responses. Contains 21 references. (TD)

ED 406 100 RC 021 001

Fishbaugh, Mary Susan E.; And Others
Montana Training for Inclusive Education (TIE) and Montana Behavioral Initiative (MBI): Description and Evaluation of Two Rural Education Initiatives.
PUB DATE- Mar 97
NOTE- 17p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

ED 406 116 RC 021 017

Reissner, Laura A.
Using Taped Books with Children At-Risk: Four Case Studies.
PUB DATE- Mar 97
NOTE- 9p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiotape Recordings; Case Studies; Early Intervention; *High Risk Students; Learning Disabilities; Learning Strategies; Primary Education; Reading Attitudes; Reading Difficulties; *Reading Instruction; Rural Education; Special Education; Story Reading; *Talking Books; *Videotape Recordings; Young Children
IDENTIFIERS- *Print Awareness; West Virginia

Four case studies examined the effects of using taped books to teach reading to at-risk elementary school students in rural West Virginia. The study involved two kindergarten students who were identified as at risk for developing reading difficulties and two first-grade students who had been classified with a learning disability. The intervention, which lasted 32 days, consisted of listening to audiotapes or watching videotapes of eight books that typically contained a refrain or sentence repeated throughout the text. Over the course of the study, the order of story presentation was random, with the restriction that the same story was not presented twice in a row or twice during the same school week. Students were randomly assigned to either the audio group, where they listened to an audiotape and turned the pages of their own copy of the book, or the video group, where they watched the story being read without having a copy of the book. Results indicated that both approaches were successful in that all four children improved in their ability to recall story details, familiarity with print and print concepts, motivation and focus on learning activities, and sense of their own reading ability. Books on tape gave these at-risk children opportunities for language-rich literary experiences that increased their interest in reading and improved their self-confidence toward learning to read. (LP)

ED 406 117 RC 021 018

Cohen, Libby G.; And Others
Early Literacy Activities: Experiences of Rural Families of Children with Disabilities.
PUB DATE- Mar 97
NOTE- 10p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; *Disabilities; Early Childhood Education; *Emergent Literacy; *Family Involvement; Family Role; National Surveys; Parent Child Relationship; *Prereading Experience; Racial Differences; Reading; Rural Education; *Rural Urban Differences; Story Telling; *Young Children
IDENTIFIERS- *National Household Education Survey

A study examined the early literacy experiences of rural disabled children, ages 3-8. Data originated from a subset of the National Household Education Survey of 1995 that included 1,316

ED 406 134 SE 055 103

Sharing Science with Children: A Survival Guide for Scientists and Engineers.
PUB DATE- 94
NOTE- 9p.; For a related guide, see SE 055 104.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Engineers; Partnerships in Education; Science Education; *Scientists

Future generations of children will be more dependent on science and technology than any generation before them. There is an urgency to insure that they will be able to survive in a highly technological setting. This will occur only with the help of teachers, parents, scientists, engineers, and others in the community. This document provides suggestions for scientists and engineers regarding what they can do to help educators and parents meet the challenge of insuring a scientifically equipped society. Some of the suggestions provided are intended to help scientists and engineers with classroom visits in which they share their understanding of science and technology with students and teachers. (ZWH)

ED 406 135 SE 055 104

Sharing Science: Linking Students with Scientists and Engineers. A Survival Guide for Teachers.
PUB DATE- 94
NOTE- 9p.; For a related guide, see SE 055 103.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Engineers; *Partnerships in Education; Science Education; *Scientists

Further generations of children will be more dependent on science and technology than any generation before them. There is an urgency to insure that they will be able to survive in a highly technological setting. This will occur only with the help of teachers, parents, scientists, engineers, and others in the community. This document provides guidelines to help teachers form partnerships with scientists and engineers. Tips are provided regarding choosing the most appropriate speakers, making contact with them, cooperative planning between the scientist and/or engineer and teachers, and classroom discussions and activities after the visit. (ZWH)

ED 406 136 SE 055 221

Margulies, Nancy
Map It: Tools for Charting the Vast Territories of Your Mind. Interactive Comics Volume 1.
PUB DATE- 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

ED 406 156 SE 059 817

Parker, Dawn
Preservice Elementary Science Project. Preservice Elementary Science Preparation: A Description of Programs at Colleges and Universities in Texas. Working Draft.
SPONS. AGENCY- Texas Statewide Systemic Initiative for Science and Mathematics Education.
PUB DATE- Sep 96
NOTE- 52p.; A product of the Texas SSI Action Team for the Preparation of Prospective Elementary Teachers in Science. For related documents, see SE 059 816 and SE 059 818.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beginning Teacher Induction; Curriculum Development; Elementary Education; Elementary School Science; Faculty Development; Field Experience Programs; Higher Education; Participant Satisfaction; *Preservice Teacher Education; Program Evaluation; Questionnaires; *Science Instruction; Teacher Education Curriculum; *Teacher Improvement; Teaching Methods; Training Methods
IDENTIFIERS- *Texas

This study describes the existing "state of the state" with regard to preservice elementary science preparation at colleges and universities in Texas. Data consisted of responses from 61 educational institutions involved in elementary teacher preparation on a 50-item survey mailed to 98 institutions in Texas. Data analysis focused on categories that represented the ways in which programs teach science and science pedagogy, collaborate among faculties of science and faculties of education, provide essential field experiences, and prepare for professional growth and development. Texas elementary preparation programs were generally traditional in delivery of science content and pedagogical practice, and collaborative partnerships at educational institutions throughout the state were limited. Most institutions designed and implemented programs within departments--communicating and cooperating with other departments or school districts only when necessary to handle state guidelines and requirements. Opportunities for early field-based experiences were limited; however, institutions from across the state recognized the importance of early field work and indicated a need for more information on how to implement this component into certification or preparation programs. Other institutions indicated professional development opportunities which generally included workshops, seminars, and mentor programs. Appendices contain the survey and a list of the institutions surveyed. Contains 11 references. (Author/PVD)

ED 406 157 SE 059 818

Foster, Andrea
Preservice Elementary Science Project. Interviews of Elementary Science Presidential Awardees: Patterns That Portray Excellence in Science Teaching.
SPONS. AGENCY- Texas Statewide Systemic Initiative for Science and Mathematics Education.
PUB DATE- Sep 96
NOTE- 89p.; A report prepared by the Texas SSI Action Team for the Preparation of Prospective Elementary Teachers in Science. For related documents, see SE 059 816-817.

ED 406 176 SE 059 841

Bardwell, Lisa V., Ed.; And Others
Environmental Problem Solving: Theory, Practice and Possibilities in Environmental Education.
PUB DATE- 94
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Resources; *Educational Strategies; Elementary Secondary Education; *Environmental Education; Foreign Countries; Higher Education; Interdisciplinary Approach; Learning Activities; Models; *Problem Solving; Program Descriptions; Teaching Methods
IDENTIFIERS- Australia; Environmental Awareness

This monograph is a resource for educators who wish to explore environmental problem solving. It consists of five parts. Chapter 1 presents a psychological perspective on problem solving and its implications for teaching problem solving skills in an interdisciplinary arena. Chapter 2 presents four approaches to developing environmental problem solving abilities developed by several environmental education practitioners and researchers in North America and Australia. The editors' commentary ties these models to the themes raised in Chapter 1. Chapter 3 is a discussion of some of the common strands in the experiences of environmental education practitioners. Members of the North American Association for Environmental Education contributed to this analysis, which also parallels the themes raised in the first chapter. Chapter 4 provides classroom activities that teachers could use to supplement their exploration of local environmental issues. The Appendix contains descriptions of the programs used to compile Chapter 3. (JRH)

ED 406 177 SE 059 847

Simmons, Deborah
The NAAEE Standards Project: Papers on the Development of Environmental Education Standards.
PUB DATE- 95
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Educational Change; Educational Objectives; Elementary Secondary Education; *Environmental Education; Evaluation Methods; Faculty Development; Higher Education; Instructional Materials; Preservice Teacher Education; Program Development; Science Curriculum; *Standards; Strategic Planning; Teaching Methods; Thematic Approach

In spring 1994, the North American Association for Environmental Education (NAAEE) Board of Directors approved a recommendation that the Association take the lead in establishing standards for environmental education. The four working papers contained in this publication are the first step in the NAAEE Standards Project. The papers discuss the importance and need for environmental education standards, review what has been done in the past, and propose a framework of actual preparation of standards in three key areas: (1) student performance; (2)

ED 406 198 SE 059 901

Hill, Susan T.
Science and Engineering Degrees, by Race/Ethnicity of Recipients: 1987-94. Detail Statistical Tables.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Directorate for Education and Human Resources.
PUB DATE- 96
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Bachelors Degrees; *Engineering; *Ethnic Groups; Higher Education; *Minority Groups; *Racial Distribution; *Sciences

This publication is based on data obtained by the National Center for Education Statistics, U.S. Department of Education, from all accredited institutions of higher education. Data cover earned degrees conferred in the aggregate United States. Degree data are compiled for a 12-month period, July of one year through June of the following year. In this report the racial and ethnic categories among U.S. citizens who received degrees during the 1987-94 period are charted and tabulated. Findings indicate that the number of bachelor's degrees in science and engineering (S&E) fields awarded to underrepresented minority students showed robust growth in the early 1990s after a period of relatively slow growth from 1985 to 1990. (JRH)

ED 406 199 SE 059 910

Carlson, Laurie
Green Thumbs: A Kid's Activity Guide to Indoor and Outdoor Gardening.
PUB DATE- 95
NOTE- 134p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Elementary Secondary Education; *Learning Activities; *Plants (Botany); Science Activities
IDENTIFIERS- *Gardening

This guide contains indoor and outdoor gardening activities for children. The activities teach children how plants live and grow; how the weather, temperature, and seasons affect all living things; how living things come out of seeds and soil; how the birds, earthworms, bees, and toads help in the garden; and how the whole environment works together like an amazing puzzle. Activities are divided into the following sections: (1) Planting Basics; (2) Pesky Pets; (3) Garden Partners; (4) Tasty Ideas; (5) Fun with Herbs; (6) Grow Some Fun; (7) Make and Do Projects; (8) Think Ahead; and (9) Future Gardens. A list of resources is also included. (JRH)

ED 406 200 SE 059 915

McGinnis, J. Randy; And Others
Teaching Science Methods to Women: Three Tales of Men Professors Reflecting on Their Practices.
PUB DATE- 23 Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 21-24, 1997).

ED 406 221 SE 059 962

Perkowitz, Sidney, Ed.
Conference of the Society for Literature and Science. Proceedings (Atlanta, Georgia, October 10-13, 1996).
PUB DATE- Oct 96
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Art; Artificial Intelligence; Biology; Cybernetics; Elementary Secondary Education; *Epistemology; Genetics; Higher Education; *Interdisciplinary Approach; Internet; Knowledge Representation; Literature; Metaphors; Physics; *Science and Society; Scientists; Sex Differences; Teaching Methods; Technology; World Wide Web
IDENTIFIERS- Georgia

The papers contained in these proceedings from the 1996 Society for Literature and Science Conference are organized into sections based on theme. Some of these themes are: (1) Secularizing Enlightenment; (2) Eugenics and the Politics of Knowledge; (3) Reading the Discourses of Psychology; (4) Women and Medicine; (5) The Rhetoric of Public Health; (6) Cyberpunk and Popular Culture; (7) The Cultural Work of Cognitive Science; (8) Scientist's Lives and Writings; (9) Disease and Literature; (10) Narratives and Epistemology of Science; (11) Print and Its Discontents; (12) The Rhetoric of Science; (13) Complexity and Chaos; (14) Science and Religion; (15) Aspects of Science and Culture; (16) Cultural Studies of Technoscience; (17) Environment and Nature; (18) Science and Opera; (19) Postmodern Poetics; (20) Late 19th Century Science; and (21) Shakespeare Studies. (DDR)

ED 406 222 SE 059 965

Bainer, Deborah L.
With a New Lens: How Partnering Impacts Teachers' Views of and Approaches to Teaching Science.
SPONS. AGENCY- Eisenhouwer Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 28 Mar 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Education; *Elementary School Teachers; *Faculty Development; Inquiry; *Partnerships in Education; *Science Education; Self Evaluation (Individuals); *Teacher Attitudes; Teacher Education Programs

The Partnering for Elementary Environmental Science program provides a professional development model to improve elementary science education. The program pairs teachers with science content experts and instructs the partnership teams in the pedagogy essential for effective inquiry science. This paper reports a year-long qualitative study of nine teachers involved in the program. The purpose of the study was to investigate the impact of the partnering relationship on the teachers' views of science and science instruction, on their patterns of thinking about and planning for science, on their perception of themselves as science teachers, and on their instructional

ED 406 243 SO 021 566

Helmkamp, Caroline J.
Planning and Implementing a Global Studies Curriculum.
PUB DATE- 8 May 91
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Citizenship Education; *Curriculum Design; *Curriculum Development; Curriculum Evaluation; *Educational Objectives; Geography Instruction; Global Approach; Intermediate Grades; Junior High Schools; *Magnet Schools; Middle Schools; Multicultural Education; Social Studies; Staff Development; Student Attitudes; Student Educational Objectives; Teacher Attitudes; World Affairs
IDENTIFIERS- *Kansas City PUblic Schools MO

This report on the experimental Northeast Global Studies Middle Magnet School in Kansas City, Missouri, discusses the planning and implementation of a global studies curriculum to be implemented by the school. The 1990-1991 school year was the school's first as a magnet school under a consent decree issued by a federal judge. The decree was intended to desegregate the Kansas City School District by attracting non-minority students to renovated and restructured magnet schools. A global studies focus was chosen for the school and a task force issued goals for the school. The mission of the school was to prepare students to be citizens of the world; and students were to develop intercultural sensitivity through the promotion of problem-solving skills, foreign language exposure, and environmental awareness. The new program is described from several perspectives: program rationale, school demographics, design of the curriculum, global studies program features, co-curricular emphasis, literature review of global studies education, evaluation of global education, measuring the first year at Northeast Middle School, assessing student outcomes, outcomes in geographic education, teacher perceptions, staff development, and school change. Some of the conclusions drawn from the year's efforts were that: planning and implementing a global studies curriculum was a monumental task; writing course descriptions and objectives were difficult because those goals did not match the proposal submitted to the federal judge; teaching global studies education required greater need for assistance in selecting learning materials; and working in an environment of solid administrative support was critical to the success of the program. Included are related materials, the project proposal, a student attitude questionnaire, and a program evaluation form for teachers. Contains 30 references. (DB)

ED 406 244 SO 021 702

Puolimatka, Tapio
Pluralism and Education in Values. Research Bulletin 74.
PUB DATE- 90
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Pluralism; Educational Philosophy; *Educational Principles; Foreign Countries; *Intellectual

ED 406 266 SO 026 972

Cherbo, Joni Maya; Peters, Monnie
American Participation in Opera and Musical Theater, 1992.
Research Division Report #32.
PUB DATE- 95
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Audience Analysis; *Audience Participation; Audience Response; Audiences; Behavioral Science Research; Cultural Activities; Fine Arts; Group Behavior; *Opera; Surveys; Tables (Data); *Theater Arts
IDENTIFIERS- *Musicals; *Operettas

Data gleaned from the 1982, 1985, and 1992 Surveys of Public Participation in the Arts (SPPAs) were used in this analysis of participation in opera and musical theater/operetta. Findings indicate that opera is the least popular of the fine arts, being the least frequented and the least selected as an activity respondents would like to attend more frequently. Opera attendees are more likely than other arts' attendee groups to attend all other fine arts activities, and show a significant interest in more types of music than any other arts attendee group. There is a strong relationship between early general arts education and adult opera attendance. Opera attendees are predominantly white, better educated, wealthier, and somewhat older than other art goers, but younger persons are attending in about the same proportions in 1992 as in 1982. More persons watch or listen to opera on the media than attend live performances. Findings of musical theater/operetta participation indicates that attendance of these forms of theater is second to attendance of art museums. Musical theater/operettas' primary appeal is live performance. Many more individuals indicated that they would attend musical theater performances if cost and accessibility were not issues. The report includes tables and appendices. (MM)

ED 406 267 SO 026 973

Gray, Charles M.
Turning On and Tuning In: Media Participation in the Arts.
Research Division Report #33.
PUB DATE- 95
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audience Analysis; *Audience Participation; Audience Response; Audiences; Behavioral Science Research; Cultural Activities; Dance; Drama; *Fine Arts; Group Behavior; Jazz; *Mass Media Role; Music; Opera; Surveys; Tables (Data); Television; Theater Arts; Visual Arts
IDENTIFIERS- Classical Music; Operettas

Data gleaned from the 1982, 1985, and 1992 Surveys of Public Participation in the Arts (SPPAs) were used in this analysis of participation in the arts via television, radio, and sound recordings. The arts examined were jazz, classical music, opera, musicals and operettas, plays, dance, and the visual arts. Selected findings are as follows: (1) Arts participation increases with age. (2) An aging population will increase arts participation. (3) Arts participation increases with education.

ED 406 290 SO 027 110

Reeder, Dan
The Simple Screamer: A Guide to the Art of Papier and Cloth Mache.
PUB DATE- 84
NOTE- 83p.; Photographs by Jeff Reeder. Some color photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; *Art Activities; *Art Education; Art Expression; *Art Materials; Childrens Art; Creative Activities; Creative Art; Grade 5; Grade 6; Handicrafts; Intermediate Grades; Supplies; Visual Arts
IDENTIFIERS- *Papier Mache

This book outlines a nontraditional approach to papier mache and a process called "cloth mache" with fifth- and sixty-grade students. The volume describes a process called "cloth mache," a technique neither widely known or practiced. By combining the two media, a new dimension of sculpture is opened to the student. The paper and cloth combination is strong and, as an art medium, is more versatile and "forgiving" than stone, wood, or metal. Numerous examples of "Screamer" (cloth mache monster) art are displayed throughout the book. (EH)

ED 406 291 SO 027 113

Eberle, Bob; Stanish, Bob
CPS for Kids: A Resource Book for Teaching Creative Problem-Solving to Children.
PUB DATE- 96
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Brainstorming; Cognitive Ability; Cognitive Development; Cognitive Processes; Conflict Resolution; *Critical Thinking; Decision Making; *Divergent Thinking; Elementary Secondary Education; *Problem Solving; Thinking Skills

This book, designed for grades 2-8, teaches students the creative problem-solving (CPS) method. Each step in the process is outlined in detail and is illustrated with 30 reproducible classroom activities. The levels of the problem-solving approach addressed in the book include: (1) "Sensing Problems and Challenges"; (2) "Fact Finding"; (3) "Problem Finding"; (4) "Idea Finding"; (5) "Solution Finding"; and (6) "Acceptance Finding." A description and overview of each level precede student activity sheets and acquaint the teacher with the particular processes involved. Contains 43 references. (EH)

ED 406 292 SO 027 114

Eberle, Bob
Scamper: Games for Imagination Development.
PUB DATE- 96
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)

ED 406 313   SO 027 708

Westley, Joan
Houses. ThemeWorks: An Integrated Curriculum for Young Children.
PUB DATE- 91
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Art Activities; Built Environment; Cultural Awareness; *Housing; Housing Needs; Interdisciplinary Approach; Primary Education; Science Activities; *Social Studies; Storytelling; *Thematic Approach; Units of Study; *Whole Language Approach

This resource book, designed for use with pre-kindergarten through grade 2 students, provides an integrated approach to teaching the curriculum. Through investigation of houses as a theme, students are engaged in whole language activities in art, mathematics, science, cooking, poetry, literature, and dramatization. The guide is organized into three distinct parts: the kickoff, the theme activities, and a culminating event. The kickoff provides an informal assessment of what the students already know about houses. Between the opening and culminating events, the book presents 18 mini-topics related to the theme. The exploration of houses leads students from observations of houses to building a house, to looking at houses around the world and long ago, and to a study of animal homes. Children's stories and rhymes that have houses as a theme are presented. Activities also examine the emotional aspects of houses. Reproducible student papers, vocabulary words, and teachers' curriculum charts are provided. (MM)

ED 406 314   SO 027 831

Clegg, Luther B.; And Others
Celebrating Diversity: A Multicultural Resource. First Edition.
PUB DATE- 95
NOTE- 270p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- American Indian Culture; Art Activities; Black Culture; *Cultural Activities; Elementary Education; Endangered Species; Folk Culture; Food; Instructional Materials; Interdisciplinary Approach; *Multicultural Education; Mythology; Oral Tradition; Religious Holidays; *Social Studies; Thematic Approach; Womens Studies
IDENTIFIERS- African Americans; Holocaust; Independence Day; Jewish Culture; *Seasonal Celebrations; *Special Events

This guide emphasizes the inclusion of traditionally under-represented cultural groups by recognizing calendar events of multicultural significance. The approach presumes that activities centered in the cultural understandings and experiences of diverse students encourage general student involvement and build critical thinking skills. Strategies for encouraging alternative perspectives on social problems and historical events are given. The book, organized by calendar year, gives background information for each month, along with selected events; people, places, and events of the month; and

ED 406 333 SP 037 208

Heywood, John
An Evaluation of Kolb's Learning Style Theory by Graduate Student Teachers during Their Teaching Practice.
PUB DATE- Feb 97
NOTE- 38p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Washington, DC, February 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Cognitive Style; Foreign Countries; Higher Education; Learning Processes; Preservice Teacher Education; Secondary Education; *Student Teacher Attitudes; Student Teachers; Student Teaching; Teaching Methods; Teaching Styles; *Theory Practice Relationship
IDENTIFIERS- Ireland; *Kolb (David A); *Learning Style Inventory (Kolb); Research Teaching Relationship; Teacher Researchers

This paper describes the reactions of graduate secondary school student teachers to an experiment which required them to evaluate specified techniques and theories of teaching and learning as part of their classroom practice. The aim of the experiment was to: (1) improve the quality of their judgments about pupils; (2) acquire variety in teaching styles; (3) increase understanding of student learning; and (4) evaluate the merits of Kolb's theory of learning and its application to teaching practice. Kolb's cycle of learning has four stages: learners are actively involved in a specific experience; they reflect on this experience from several perspectives; they draw conclusions using abstract conceptualization; and they take action as a result of the conclusions. Kolb developed a Learning Styles Inventory to determine the disposition of learners within a framework of four learning styles: convergers, divergers, assimilators, and accommodators. The student teachers devised lesson plans to take their pupils through each quadrant of the cycle and a test to assess student performance based on the learning styles. Over 50 percent of the participants said they experienced a permanent change in teaching as a result of the exercise; 56 percent said they fully intended to use the Kolb plan again; and 29 percent said they would use a Learning Styles Inventory in the future. Comments from student reports illustrate the insights which the exercise brought to the work of these student teachers. Six exhibits are attached. (Contains 17 references.) (ND)

ED 406 334 SP 037 224

Knight, Paula J.; Albaugh, Patti R.
Training Technology Mentors: A Model for Professional Development.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Computer Uses in Education; *Courseware; Curriculum Development; *Educational Technology; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; Mentors; Professional

ED 406 352 SP 037 243

Hargreaves, Andy
Changing Teachers, Changing Times. Teachers' Work and Culture in the Postmodern Age. Professional Development and Practice Series.
PUB DATE- 95
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- *Economic Change; *Educational Change; Elementary Secondary Education; Political Influences; School Culture; School Restructuring; *Social Change; *Teacher Role; Teachers; *Teaching (Occupation); *Teaching Conditions
IDENTIFIERS- Postmodernism

This book examines the personal, moral, cultural, and political dimensions of teaching in the context of rapid and far-reaching change within teachers' work and in the world beyond it. The chapters in Part One examine the powerful forces for change in society and how those forces are exerting pressure on existing institutions. Issues such as the growing decentralization of systems and the emphasis on self-definition and self-actualization are discussed, as are their effects on schools and teaching. Parts Two and Three discuss the questions of guilt, collegiality, work intensification, and the "Balkanization" of school faculties. These discussions are based on interview studies of teachers that indicate the influence of these social, political, and economic conditions on their work. The case is presented that teaching must be restructured. This process has many components: curriculum and instruction redesigned to promote higher-order thinking skills; the decentralization of authority and decision-making to site level; more diverse and differentiated roles for teachers; and broadened systems of accountability. Chapters contain references. (JLS)

ED 406 353 SP 037 244

Costa, Arthur L., Ed.; Liebmann, Rosemarie M., Ed.
Supporting the Spirit of Learning. When Process Is Content.
PUB DATE- 97
NOTE- 264p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Critical Thinking; Cultural Pluralism; *Curriculum Development; *Educational Change; *Educational Strategies; Educational Technology; Elementary Secondary Education; Feminism; Higher Education; *Learning Processes; Multicultural Education; Preservice Teacher Education; *Professional Development; Science Education; Special Education; Transfer of Training

This book addresses the revision of the curriculum to meet the needs of the 21st century. After a foreword by Peter M. Senge and prefaces by the editors, the following chapters are included: (1) Process as Content in Education of Exceptional Children (Reuven Feuerstein, Rafi Feuerstein, and Yaron Schur); (2) Generative Topics for Process Curriculum (Vito Perrone and Bena Kallick); (3) Teaching as Process (Arthur L. Costa and Robert J. Garmston); (4) Instruction for Process Learning

ED 406 372   SP 037 265

Fibkins, William L.
Preventing Teacher Sexual Misconduct. Fastback 408.
PUB DATE- 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary Secondary Education; Inservice Teacher Education; Legal Problems; Models; School Counselors; Sexual Harassment; *Sexuality; *Teacher Behavior; *Teacher Role; Teachers; *Teacher Student Relationship; *Teacher Supervision
IDENTIFIERS- *Adviser Role; *Teacher Advisors

This fastback summarizes the basic components of a therapeutic supervision model as a help for administrators in training and supervising teachers who are involved in advising students. Therapeutic supervision is designed to help all teachers understand the social, emotional, and intellectual dynamics of advising and helping students who may be emotionally needy. The focus of such training and supervision is to assist teachers in defining and maintaining professional boundaries, thereby avoiding allegations of sexual misconduct or impropriety. Two specific hazards must be addressed: the risk of stepping across professional boundaries and becoming too personally involved with students, a situation that can lead to actual or alleged sexual misconduct, and ignorance of legal liability issues which can lead to lawsuits based on charges of malpractice or misconduct. Several case studies in which teachers became involved in sexual misconduct with students are summarized. The therapeutic training and supervision model is described, covering training teacher-advisors, modeling advisory relationships, supervising teacher-advisors, and reorganizing and overcoming resistance to therapeutic supervision. (ND)

ED 406 373   SP 037 266

Ragland, Joyce C.; Grow, Janice
Truman State University's Bold Teacher Education Transformation: The M.A.E.
PUB DATE- Feb 97
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *College School Cooperation; Educational Change; Elementary Secondary Education; *Extended Teacher Education Programs; *Field Experience Programs; Higher Education; *Internship Programs; Masters Degrees; *Masters Programs; Partnerships in Education; Teacher Interns; Teacher Placement; Teaching Experience
IDENTIFIERS- *Truman State University MO

The Master of Arts in Education (M.A.E.) program was created when Truman State University (then Northeast Missouri State University) was designated the state's premier liberal arts and sciences university and most of the undergraduate and graduate programs in education were phased out. The rigorous program is

Education; Self Evaluation (Groups); Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Nicolet Area Technical College WI

The rapid growth since the 1980s of the use of total quality workforce methods in U.S. companies has contributed to the movement for integrating academic and vocational/technical education. This integration seeks to improve the intellectual capabilities of students through applied and contextual learning and thus make them more capable of adapting to changing conditions in the workplace. In response to these issues and as part of an effort to document institutional outcomes, Wisconsin's Nicolet College formed a task force to explore the role of general education within the context of the college's vocational and technical programs. Core abilities associated with curricula were identified and outcomes matrices were developed describing where, within curricula, core abilities were taught and assessed. Using the matrices, core abilities were compared to the academic outcomes established for programs by faculty, with outcomes having a direct relationship to the core abilities given a point value of 5, those with a secondary relationship a value of 3, and those with no direct relationship a value of 0. This process allowed faculty to evaluate how effectively general education outcomes were met and indicated a curricular pattern for those outcomes not assessed. Sample matrices for the administrative assistant, barbering/cosmetology, business management, culinary arts, emergency medical services, food service, marine and outdoor power products, marketing, nursing, police science, and office assistant programs are attached. (HAA)

ED 405 920 JC 970 235

Underprepared Students: Enrollment and Achievement at PGCC. Enrollment Analysis EA97-3.
PUB DATE- Nov 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Community Colleges; Comparative Analysis; *Developmental Studies Programs; *Enrollment Trends; *Outcomes of Education; *Remedial Programs; Student Placement; Two Year Colleges; Two Year College Students
IDENTIFIERS- Prince Georges Community College MD

In fall 1996, Maryland's Prince George's Community College (PGCC) undertook an analysis of the number of underprepared students enrolled the college and their academic progress. Findings, based on outcomes for 1,596 students entering PGCC in fall 1996 who completed placement tests in reading, English composition, and mathematics, included the following: (1) 67% of the students needed remediation in at least one area, while 21% needed remediation in all three areas; (2) the percentage of the students needing remediation in mathematics was 57%, down from 61% in 1995; (3) 30% of the students needed remediation in reading, compared to 31% of the fall 1995 students, while 36% needed remediation in English composition, compared to 35% in fall 1995; (4) from fall 1992 to fall 1996, only 15 to 17% of PGCC's credit students were enrolled in developmental courses; (5) in fall 1996, enrollment in developmental courses generated 9,800 equated credit hours, or 11% of total college hours; (6) of the 2,387 degree-seeking students who entered PGCC in fall 1990, 28% had attained achiever status (i.e., graduated, transferred, or attained sophomore status in good standing) after 4 years; and (8) 28% of these students who needed

Educational Benefits; *Education Work Relationship; *Employment Patterns; Graduate Surveys; *Outcomes of Education; *Salaries; *Student Characteristics; Two Year Colleges; Vocational Followup
IDENTIFIERS- Cabrillo College CA

In 1995, Cabrillo College was one of 18 California community colleges to participate in a pilot study on the uses of Unemployment Insurance (UI) wage record data for tracking employment rates of former community college students. The employment status of students who left the college in 1990 and 1991 was reported for their last year in college, first year out of college, and third year out of college. Data were collected by linking student records available through the statewide Management Information System with UI wage records maintained in the Employment Development Department. Results included the following: (1) of the 17,115 students in the study, UI wage record data were available for 77% of the students in the year they last attended college, 74% of the students in their first year after leaving college, and 67% of the students in their third year after college; (2) for students under 25 years of age, the largest gain in salary (123.7%) occurred among students who had obtained a certificate or associate degree; (3) of the 12 majors studied, students in the fire protection, radiological technology, nursing, dental hygiene, electronic technology, computer science, and business programs earned over $20,000 their first year out of college; and (4) in the first year out of college, Latinos who completed a degree or certificate earned $29,071, compared to $22,664 for non-completing Latinos. (HAA)

ED 405 939 JC 970 262

Luan, Jing
Survey of Non-Continuing & Non-Returning Students at Cabrillo College (Spring 1995, Fall 1995, Spring 1996).
PUB DATE- Nov 96
NOTE- 21p.; Report presented to the Annual Conference of the California Association of Institutional Research (Costa Mesa, CA, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Dropout Characteristics; *Dropouts; *Enrollment Influences; Questionnaires; Satisfaction; School Holding Power; *Student Attitudes; Student Attrition; *Student Educational Objectives; Success; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Cabrillo College CA

In March 1996, California's Cabrillo College (CC) conducted a survey of students who were enrolled in spring 1995 or fall 1995 but did not return the following semesters. Questionnaires were mailed to 1,207 students, requesting information on whether they had achieved their educational goals, factors at CC that had influenced their decision not to re-enroll, and personal priorities that had prevented them from re-enrolling. Study findings, based on responses from 307 of the non-returning students, included the following: (1) educational goals cited by respondents included 106 students cited goals related to transfer education, 105 related to personal interest, 86 students cited goals related to receiving a certificate or associate degree, and 31 students cited goals related to occupational courses; (2) 89% of students with goals related to personal interest achieved their goal, compared to findings, while the bulk of the report presents trends in seven areas: (1) economic security; (2) family attachment and community support; (3) child day care; (4) homeless children and families; (5) health; (6) safety and personal security; and (7) education. Findings indicate that about half of D.C. children derive their sole support from Aid to Families with Dependent Children. The unemployment rate for young African American adults is almost 30 percent. About 60 percent of children are in father-absent families, with almost 70 percent born to unwed mothers and almost 16 percent born to teenage mothers. Less than half of D.C. mothers receive adequate prenatal care, and the infant mortality rate is higher than twice the national rate. Teen violent death rates have declined in the past year and there are fewer child abuse cases filed than there were five years ago. The longer children remain in the D.C. public school system, the poorer their academic performance, with a graduation rate of about 53 percent. The report also includes discussions of general population trends affecting the district's children, comparisons among the district's wards, and recommendations to improve outcomes for the district's children. (KDFB)

ED 405 958   PS 025 065

Maryland's Kids Count Factbook 1995.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Abuse; Child Health; Child Neglect; *Children; Dropout Rate; Early Parenthood; Elementary Secondary Education; Family (Sociological Unit); Infant Mortality; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Violence; *Well Being
IDENTIFIERS- *Indicators; *Maryland

This KIDS COUNT statistical report profiles the status of children in Maryland by tracking trends in economic well-being, health, safety, and education. The report is divided into four sections. Section 1, "Status of Our Children," presents a vision for Maryland's children, presents the key findings, ranks Maryland's counties, and examines trends in 14 benchmark indicators. Section 2, "Overview," presents county and statewide findings in four major areas: (1) economic well-being, including child poverty and child support; (2) good health, including births to teens, low birthweight infants, infant mortality, and lead poisoning; (3) safety, including child death rate, teen violent deaths, child abuse and neglect, juvenile violent crime arrests, and school violence; and (4) preparing for adulthood, including third grade reading achievement, on-time graduation, and high school program completion. Section 3, "County Fact Sheets," presents trends in these indicators for each county, as well as county data on children and family services, population, and family economics. Section 4, "Methodology and Sources," defines each indicator, describes how each indicator was measured, and presents references for each indicator. Findings indicate that Maryland ranks thirty-first in the nation on its children's well-being. Although 10 of 14 indicators have shown improvement in the past 2 to 6 years, the improvements have been slight. There has been a significant drop in infant mortality, but the increase in youth violence is cited as the most alarming and most

These six theme-oriented newsletter issues present specific curriculum planning ideas and activities for teachers of young children. The theme of the January/February 1996 issue is "Children's Literature." This issue focuses on library utilization, props, telling and creating stories, and bookmaking for children. The theme of the March/April 1996 issue is "People in the Neighborhood." It focuses on careers and jobs for kids, bringing in special visitors, neighborhood field trips, and a classroom restaurant. The May/June 1996 issue's theme is "Spring Creativity." This issue focuses on exploring the arts outdoors, springtime recipes, spring field trips, and problem solving with toddlers. The theme of the July/August 1996 issue is "Low-Key Summer Learning." This issue focuses on summer fun, outdoor motor skill development, picnicking, exploring summer weather, and summer carnivals. The theme of the September/October 1996 issue is "The Times of Your Day." It explores time issues such as smooth arrivals and departures, snacktime, and naptime. The theme of the November/December 1996 issue is "Peace and Goodwill." This issue focuses on working together, creating peaceful classrooms, mediation, helping in the community, and teaching caring and sharing. (SD)

ED 405 977 PS 025 160

Nagle, Ami; Richards, Katie
Illinois Kids Count: Rise to the Challenge. County by County Data and Action Agenda.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 121p.; For related document, see ED 392 528.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- At Risk Persons; Child Abuse; Child Health; Childhood Needs; *Children; Child Welfare; Day Care; Early Childhood Education; Early Parenthood; Elementary Secondary Education; Family Characteristics; *Family Programs; Health Services; Mortality Rate; Poverty; *Social Indicators; *Social Problems; Tables (Data); *Well Being
IDENTIFIERS- *Illinois; *Indicators

This KIDS COUNT report presents information on the status of Illinois children and highlights strategies used to improve the well-being of children and families. The first section, "Facing the Challenge," contains a series of conversations with experts detailing current programs to meet a six-point action agenda: (1) support new families; (2) start early in every child's life; (3) improve schools; (4) provide quality health care; (5) work in collaboration; and (6) provide family economic security. "A Look at the Challenges" presents findings on 12 indicators of well-being, including countywide data. Indicators are: (1) unemployment; (2) children receiving Aid to Families with Dependent Children (AFDC); (3) child support enforcement; (4) infant and toddler care; (5) prekindergarten and Head Start participation; (6) per-pupil revenues; (7) lack of first trimester prenatal care; (8) infant mortality; (9) youth deaths; (10) children born to single, uneducated teens; (11) abuse and neglect rates; and (12) children in substitute care. Findings indicate that the number of children receiving AFDC has increased; Illinois ranks 48th in its ability to collect child support; lack of first trimester prenatal care has improved between 1984 and 1994; infant mortality has been improving although there is still a large gap between blacks

DESCRIPTORS- Attachment Behavior; Behaviorism; Child Abuse; *Child Development; Child Rearing; Cognitive Development; Constructivism (Learning); *Developmental Stages; Disabilities; Emotional Development; Foreign Countries; *Infants; Language Acquisition; Neonates; Observation; Physical Development; Piagetian Theory; Play; Social Development; Young Children
IDENTIFIERS- Bruner (Jerome S); Erikson (Erik); Piaget (Jean); Vygotsky (Lev S)

As our knowledge of young children grows, so does our awareness of the importance of the first few years of life. This book is written for students of child care at the college level, for those who work with children in the first three years of their lives, and for anyone who wants to understand more about what researchers and theorists have to tell us about this age group. It contains nine chapters. Chapter 1, "Overview of Theories," explores Piaget's theory of cognitive development, Vygotsky's theory of language and cognition, Bruner, the constructivists and behaviorists, and Erikson's theory of social-emotional development. Chapter 2, "The Neonate," describes physical and emotional features of the very young infant, covering such topics as reflexes, senses, cycles, temperament, bonding, and the influence of gender and race. Chapter 3, "The First Year of Life," describes development in gross and fine motor skills and cognitive, emotional, and social capabilities. Chapter 4, "Language Development," covers the sequence, theories, and application of theories of language acquisition. Chapter 5, "The Second Year of Life," is similar to Chapter 3, also exploring issues of autonomy versus shame and doubt. Chapter 6, "Play and the Development of the Child," presents a historical perspective, theories of play, and principles of play in the first three years. Chapter 7, "The Third Year of Life," is similar to Chapters 3 and 5. Chapter 8, "Inclusion of Children with Additional Needs," discusses various disabilities and abused children and presents strategies for active inclusion. Finally, Chapter 9, "Observing the Child," explores the need for observation, formal and practical observation methods, and ethical considerations. An appendix provides of checklist for various stages of development. Contains approximately 91 references. (EV)

ED 405 995 PS 025 200

Medora, Nilufer P.; And Others
Ethnic Diversity and the Potential for Child Abuse.
PUB DATE- Nov 96
NOTE- 14p.; Paper presented at the Annual Conference of the National Council on Family Relations (58th, Kansas City, MO, November 7-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Anglo Americans; At Risk Persons; Blacks; *Child Abuse; Children; Comparative Analysis; *Ethnic Groups; Hispanic Americans; Loneliness; Low Income Groups; Minority Groups; *Mothers; Parent Attitudes; *Parent Child Relationship; Predictor Variables; Self Control; Urban Population
IDENTIFIERS- African Americans; Child Abuse Potential Inventory; Diversity (Groups); Latinos

This study compared the potential for child abuse among three ethnic groups, when age, educational attainment, and marital status were controlled for in a sample of ethnically diverse, low-income mothers residing in a large metropolitan area. Participants (n=195) were between 15 and 45 years and were

Child Behavior; *Children; *Emotional Response; Empathy; Helping Relationship; Interpersonal Relationship; *Prosocial Behavior; Stimuli; Theories
IDENTIFIERS- *Affective Response

This study examined the theoretically related constructs of children's empathy, affective responsiveness, and altruistic helping. Subjects were 80 nine-year-olds. Empathy was assessed using interviews with children regarding their understanding of the emotion portrayed in, and their own emotional-cognitive responses to, a set of seven videotaped stimulus vignettes of persons in emotional interaction. Responses were scored along an Empathy Continuum (EC). A median split on EC scores assigned children into high or low empathy groups. Second, emotional responsivity was assessed in the Affect Match (AM) Experiment in which children viewed video episodes of four same-sex peers, each responding to a test-game, in which they were happy or sad about winning or losing. AM scores were the degree of affect match reported by the child. Third, altruistic helping was assessed in the Helping Experiment, in which children viewed a same-sex peer (a confederate) who was completing a test-game in another room, visible to the subject via TV monitor. The subject's helping responses over 10 trials were noted. The findings indicated that responses in the Affect Match Experiment were significantly higher for children with high versus low empathy. Responses were significantly greater for congruent than incongruent affect cues (happy/win versus happy/lose). There were no differences between responses to situational (win, lose) versus expressive (happy, sad) cues. Altruistic helping was greater for children with high versus low empathy. (Contains 21 references.) (KDFB)

ED 406 013 PS 025 231

Irwin, Holly M.; Burns, Barbara M.
Attention-Sharing in Middle Childhood: An Analysis of Performance Operating Characteristics.
PUB DATE- Apr 97
NOTE- 21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Attention; *Attention Control; *Children; Data Analysis; Elementary Education
IDENTIFIERS- Dual Tasks

Two experiments investigated developmental differences in attention allocation and attention-sharing in a dual-task paradigm using Performance Operating Characteristics (POC) as an innovative data analysis method. In Experiment 1, attention allocation was assessed. Two visual detection tasks were presented to 20 second- and 11 fifth-graders who indicated whether a target on each display was present or absent. Baselines of single-task performance were equated for each individual. After practice trials in which tasks were presented concurrently, subjects received instruction for each of five experimental conditions, which had different emphasis ratios. Accuracy was measured for 12 practice and 48 test trials. Experiment 2 assessed attention-sharing. Again, second- and fifth-graders participated. Procedures were identical to Experiment 1 except that baseline durations were obtained while both tasks were presented, participants received practice trials for the concurrent task before they performed baseline

NOTE- 139p.; For earlier reports, see ED 348 174, ED 357 897, ED 371 874, ED 389 444, and ED 394 740.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Breakfast Programs; *Children; Elementary Secondary Education; Food Service; Food Standards; *Lunch Programs; *Nutrition
IDENTIFIERS- *Child Nutrition Programs; *Colorado; Healthy Meals for Healthy Americans Act 1994; Meal Patterns; Meal Programs; Menu Planning; Nutrition Education and Training Program; School Breakfast Program; Special Milk Program; Summer Food Service Program

This report describes the requirements of federally funded child nutrition programs, including the National School Lunch Program and the Special Milk Program; and a training program in child nutrition programs, the Network for Professionals. It gives a summary of the revenue sources for these programs and the requirements of the New Meals Initiative as specified in the Healthy Meals for Healthy Americans Act regarding meal planning and meal pattern structure. A delineation of the Meals Initiative option in place for each Colorado school district is provided in tabular form, and summary information on Colorado participation in child nutrition programs is outlined. For the 1996-97 school year, information on participation is given on a district basis for the following: (1) school lunch program total meals; (2) school breakfast program total meals; (3) average meal prices in Colorado; (4) average cost to produce a meal; (5) school districts by county; and (6) school districts by membership. For each school district, the report also indicates the membership in grades kindergarten through 12, average daily lunch participation, total free and reduced lunch approved, percentage of the school membership with free/reduced lunch, lunch and breakfast prices, and average cost to produce lunch and breakfast. (KDFB)

ED 406 030 PS 025 254

Fleer, Marilyn, Ed.
Australian Research in Early Childhood Education. Volume 1, 1996.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 165p.; Selected refereed papers presented at the Annual Conference of the Australian Research in Early Childhood Education (3rd, Canberra, Australian Capital Territory, Australia, January 1995). For individual papers, see ED 397 935 and PS 025 255-267.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Art Activities; Child Rearing; Classroom Environment; Day Care Centers; *Early Childhood Education; Early Experience; Educational Research; Family Violence; Fathers; Foreign Countries; Games; Longitudinal Studies; Mathematics Achievement; Music; Supervisor Qualifications; Supervisors; Teacher Student Relationship; Technology; Theory Practice Relationship; Writing for Publication; *Young Children
IDENTIFIERS- Australia; Rituals

This journal consists of selected refereed papers from the third Annual Conference of the Australian Research in Early Childhood Education (1995). Contained in the publication are the following articles: (1) "Longitudinal Studies--Are They Worth It?" (Judith Cowley); (2) "Scripts for Learning: Reflecting

8, and 10 years, had to help their character find the shortest route to a wizard's house on a gameboard, while avoiding dragons and collecting a boat or car to cross the river, three pots of gold, and a key. In the standard condition, the benefits associated with planning were not concrete. In the feedback condition, children received a concrete reward for efficient routes. Results indicated that 8- and 10-year-olds were near ceiling in route efficiency on both tasks. Six-year-olds were less efficient than older children, but produced more efficient routes in the feedback versus standard task. Six-year-olds spent less time studying the array than 8-year-olds but not less than 10-year-olds. However, 10-year-olds were more efficient than 6-year-olds, suggesting more productive study time. In Study 2, a total of 32 children, 7 and 9 years of age, described their plans before acting, but were later informed about changes in the nature of the routes. Children had to decide whether a change in plans was necessary, and, if so, how to modify their original plans. Findings indicated that children at both ages were proficient at determining when plan changes were necessary. Detours made by 9-year-olds were more efficient than those of 7-year-olds. The quality of detours used also showed age-related differences. (KDFB)

ED 406 048 PS 025 287

Kahn, Peter H., Jr.
Reinstating Modernity in Social Science Research--or--The Status of Bullwinkle in a Post-Postmodern Era.
PUB DATE- Mar 97
NOTE- 26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Washington, DC, April 3-5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Research Problems; *Social Science Research; Social Sciences; *Theories
IDENTIFIERS- Deconstruction; *Postmodernism

With the increasing focus on issues pertaining, for example, to race, class, and gender, social science studies have increasingly relied on postmodern theory. Postmodern critiques have enlarged in scope and increasingly confronted traditional social scientists with challenges: epistemic, methodological, and moral. This paper asserts that while these challenges have, on the positive side, reinvigorated various lines of research, they have also often become excessive and unwarranted, and can unduly constrain the shape of social scientific research. The paper first speaks to substantive and pervasive problems with postmodern theory itself. Secondly, it demonstrates from a variety of theoretical perspectives how many of the legitimate concerns of postmodernists can and are addressed in current "modern" research programs. To substantiate this position, the paper draws on recent studies on the development of environmental moral reasoning and values. The paper's goal is to reclaim some of the methods and terminology which postmodernists have begun to privilege as their own in the hope that postmodernity will give way to the post-postmodern era: modernity itself, reinvigorated. Contains 85 references. (EV)

ED 406 049 PS 025 290

Blakemore, Judith E. Owen; Russ, Lisa S.

Nurture, and Essentialism.
PUB DATE- Apr 97
NOTE- 25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Animals; Behavior; *Biological Influences; *Children; Cognitive Development; *Heredity; Nature Nurture Controversy; Perinatal Influences; *Physical Characteristics
IDENTIFIERS- Essentialism; Fetal Development

This study examining children's understanding of biological inheritance addressed four central questions: (1) are young children able to distinguish between the relative influences of nature and nurture in their understanding of how physical characteristics versus behaviors and preferences develop in animals? (2) does children's understanding of the location of prenatal growth have any impact on their expectations for parent-offspring resemblances? (3) what role is played by psychological essentialism in children's understanding of inheritance? and (4) when do children provide specifically biological explanations that are clearly differentiated from any beliefs they may have about nonbiological causes? A total of 64 kindergarten through third grade children participated, with 16 at each grade level. Individual interviews were used to assess understanding of biological inheritance in the context of illustrated stories about animal offspring born and raised under four conditions, normal biological parentage and rearing, adoptive rearing, inter-uterine transplant parentage and rearing with own species, and inter-uterine transplant parentage and rearing with transplant species. Results indicated that children thought it most likely that offspring would resemble their original species, in both physical and behavioral characteristics, under all conditions. There were also some indications that the transplant conditions were perceived by children as having biological implications for inheritance. Patterns of ratings for choices, and the children's explanations, were consistent with a psychological essentialist view of the transmission of characteristics in animal species. (Contains 14 references.) (KDFB)

ED 406 067 PS 025 386

Horobin, Karen D.
Children's Explanations of Family Resemblances.
PUB DATE- Apr 97
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Animals; Behavior; Biological Influences; *Children; Cognitive Development; *Heredity; *Physical Characteristics
IDENTIFIERS- Essentialism

Four studies investigated children's explanations for family resemblance and species-typical characteristics, under different conditions of biological parentage and rearing environment. Participating were 226 children between 3 and 11 years. Children Children were presented with a number of

Education; *Rural Schools; School Districts; Student Attitudes; Student Participation; Student School Relationship
IDENTIFIERS- Appalachia; *Chi Square Automatic Interaction Detector; *United States (Southeast)

This paper describes the development of a predictive model to determine potential high school dropouts and identify areas for intensified assistance at the individual or group level. V. Tinto's (1975, 1987) model of college attrition was validated for use with high school students in rural, low socioeconomic areas of the Southeast. Ex post facto survey data were gathered from 331 high school seniors and dropouts from the senior cohort in three rural southeastern school districts. The CHAID (Chi Square Automatic Interaction Detector) procedure was used to perform segmentation modeling, dividing the sample into dropouts and persisters and then splitting each group into smaller and smaller subgroups that were mutually exclusive, significantly different with regard to an independent variable, and no smaller than 10 subjects. The CHAID model identified academic achievement as the most important determinant of persistence or dropout, and showed that students at different levels of academic achievement had unique identifying characteristics related to the dropout decision. Other findings were related to the effects on persistence of retention in grades 1-7, extracurricular participation, academic and social synthesis, sense of school membership, race, and gender. Further exploratory study of one of the districts (in Appalachia) highlighted the importance of mother's expectations for her child and mother's educational background. Contains 52 references. (SV)

ED 406 084 RC 020 983

Lein, Laura; And Others
Successful Texas Schoolwide Programs: Research Study Results, School Profiles, Voices of Practitioners and Parents and Self-Study and Planning Guide and Suggestions for Technical Assistance Providers.
SPONS. AGENCY- Department of Education, Washington, DC.; Texas Education Agency, Austin.
PUB DATE- Feb 97
NOTE- 228p.; Additional funding provided by Region VIII Comprehensive Regional Assistance Center: The STAR Center (Support for Texas Academic Renewal).
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Case Studies; Educational Assessment; Educational Environment; *Educational Strategies; Elementary Secondary Education; *High Achievement; Institutional Mission; Mexican American Education; Parent Attitudes; *Poverty; Professional Development; Profiles; *Public Schools; School Effectiveness; *Self Evaluation (Groups); Success; Teacher Attitudes
IDENTIFIERS- *Texas

In 1994-95, a study identified over 50 Texas schools that were heavily impacted by poverty but had high scores on state achievement tests. Specifically, the schools received Title I funds and were implementing Title I schoolwide programs, and at each school, over 60 percent of students met free or reduced-price lunch criteria; at least 70 percent passed the reading

DESCRIPTORS- Elementary Secondary Education; Inclusive Schools; *Inservice Teacher Education; Mainstreaming; *Partnerships in Education; Program Descriptions; *Rural Education; School Cadres; School Community Relationship; Special Education; *Special Education Teachers; State Programs; Student Behavior; *Team Training
IDENTIFIERS- Behavior Management; Comprehensive System of Personnel Development; *Montana

Two statewide Montana projects address educational needs assessed through a biennial Comprehensive System of Personnel Development survey. Although addressing different needs, the projects use similar strategies for effective implementation in a large rural state. Montana Training for Inclusive Education is a program of inservice training, technical assistance, and peer coaching activities designed to increase opportunities for students with disabilities to be served in general education classrooms. Teams from 18 local education agencies were trained in cooperative learning, inclusion, team building, collaboration, and peer coaching. Each team included a regular and a special education teacher, an administrator, someone from related services, a paraprofessional, and a parent. Teams were active for 2 years: the training period, which included five teleconferences, and the implementation year. Regional consultants provided inservice training and technical assistance. Evaluations have resulted in training modifications and a change to nine teams. The Montana Behavioral Initiative is a staff development venture created to improve the ability of school and community services personnel to meet the emotional and behavioral needs of students. Five community-school partnerships consisted of educators, parents, and community representatives. These model sites enabled each community to address its own needs while creating a framework for intervention that can be used in other communities. The teams trained under nationally known experts, received ongoing technical assistance from regional consultants, shared information with other schools, and conducted ongoing project evaluation. Both programs stress site-specific needs assessment and team goal setting. Includes program evaluation forms. (TD)

ED 406 101   RC 021 002

Lehmann, Jean P.; And Others
Partners in Transition: Empowering Teachers To Provide Transition Services.
PUB DATE- Mar 97
NOTE- 10p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Education Work Relationship; Higher Education; High Schools; *Inservice Teacher Education; Partnerships in Education; Program Development; *Rural Education; Rural Schools; School Community Relationship; School Districts; Special Education; *Special Education Teachers; *Teacher Empowerment

A staff development program in two western states helps professionals in rural school systems provide comprehensive transition services to students with disabilities. The program was designed to be relevant to rural constituents and to overcome the lack of understanding of local needs by university personnel. A vision statement relating to desired student outcomes was developed by staff members of Colorado State families with disabled children and 8,009 families with nondisabled children. Participants were asked about their race/ethnicity, education level, native language, presence of children with disabilities in the household, child and family literacy activities, and children's grade level. Results indicate that of families with disabled children, 85 percent of those living in rural areas and 72 percent living outside urban areas were White, whereas, there was greater racial and ethnic diversity in urban areas; English was the native language for the vast majority of mothers in rural areas; the incidence of disabled children was higher among parents with less than a high school education; and Black children had a higher incidence of disabilities than did other racial and ethnic groups. With regard to early literacy, over half of the children, both with and without disabilities, were read to every day by a family member and three quarters of the children were read to on a regular basis each week (at least three or more times). However, rural families differed from urban families in several respects: a greater percentage of urban disabled children were not read to at all by a family member, but a greater percentage of rural disabled children did not read to a family member on a regular basis. During the primary grades, families who had disabled children were as involved with early literacy activities as families with nondisabled children. However, preschool children with disabilities engaged in early literacy activities with family members to a lesser extent than preschool children without disabilities. Includes demographic tables. (LP)

ED 406 118   RC 021 019

Carr, Sonya C.
Teachers' Perceptions about Working with Exceptional Families in Rural Communities.
PUB DATE- Mar 97
NOTE- 9p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Disabilities; Education Courses; Elementary Secondary Education; *Family School Relationship; Graduate Students; Graduate Study; Higher Education; *Inservice Teacher Education; *Parent Participation; Parent Teacher Cooperation; Rural Education; *Rural Family; Special Education; *Special Education Teachers; *Teacher Attitudes; Teacher Role
IDENTIFIERS- *Southeastern Louisiana University

This paper reports on the perceptions of rural teachers who completed the Exceptional Family course as part of a specialized rural training program at Southeastern Louisiana University. A requirement for certification or a master's degree in special education, the course aims to provide an understanding of exceptional families using a family systems approach, to examine special challenges faced by exceptional families, to promote effective communication strategies, and to review legislation and litigation affecting special education. Over a 5-year period, 92 rural teachers participated in the course and completed precourse and postcourse questionnaires. Analysis of precourse questionnaires indicated that most respondents had no formal training in working with families of children with special needs, did not consider close involvement with families as valuable or part of their responsibilities, described rural families as reluctant to disclose personal

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Brain Hemisphere Functions; *Comics (Publications); *Creative Thinking; *Science Education; Secondary Education
IDENTIFIERS- *Brain; *Mind Mapping

Teachers and students are continuously searching for fun and easy ways to help students organize and enhance their thoughts. This document uses interactive comics to describe the process of mind mapping to aid learners in developing new and creative ideas. The document also includes a brief overview of the functions of the brain's right and left hemispheres. (ZWH)

ED 406 137 SE 055 264

Davenport, Linda Ruiz
Promoting Interest in Mathematical Careers among Girls and Women. The Mathematics Outlook.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Choice; Educational Opportunities; Elementary Secondary Education; Higher Education; *Mathematics Achievement; *Mathematics Curriculum; Mathematics Instruction; Nontraditional Occupations; *Sex Differences; *Womens Education

The under-representation of females in mathematical careers persists despite the fact that in recent years, gender differences in mathematics achievement and participation in mathematics coursework at the high school level have virtually disappeared. This bulletin presents research findings and discusses gender differences in mathematics coursework, mathematics achievement, and choice of careers; reasons for female under-participation in mathematics; how to encourage females toward mathematics-related careers; and new questions and directions. Contains 43 references. (MKR)

ED 406 138 SE 055 974

Science and Technology Pocket Data Book.
PUB DATE- 94
NOTE- 61p.; For 1996 version, see ED 060 119.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Trends; Employment Patterns; *Federal Government; *Financial Support; *Foreign Countries; Graphs; *Industry; Public Opinion; *Research and Development; Science Education; Scientific Research; *Sociocultural Patterns; Statistical Data; Technology Education
IDENTIFIERS- National Science Foundation

This pocket guide contains a collection of graphed data, available in 1994, on science and technology funding patterns within the United States, public attitudes toward science and technology, and international trends in science and technology. Sections contain: (1) national research and development (R&D) funding patterns; (2) academic R&D patterns by sector, source of funds, and field; (3) R&D in U.S. Industry by source of

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Development; Cooperation; Elementary Education; Interviews; Mentors; *Preservice Teacher Education; Professional Development; *Science Teachers; Teacher Attitudes; Teacher Education; *Teacher Effectiveness
IDENTIFIERS- *Texas

The objective of this naturalistic study was to describe the preservice, inservice, and life experiences of exemplary science teachers to determine what kinds of experiences have made a difference in their teaching practices. Six Elementary Science Presidential Awardees from Texas were identified by the Preservice Elementary Science Action Team of the Texas Statewide Science Systemic Initiative as the group of teachers to be studied. Interview questions were designed to focus on career history descriptions, attitudes regarding excellence in science teaching, significant preservice and inservice experiences, and individuals who influenced their career development. Analysis of the interview data revealed the following categories: (1) Significant Life History; (2) Mentorships, Collaborations, and Networks; (3) Characteristics of Exemplary Science Teachers; (4) Preservice Preparation Experiences; (5) Inservice Experiences; (6) The Nature of Teaching, Learning, and Science; and (7) Perceived Science Teaching Barriers. Implications for strengthening the preservice preparation of prospective elementary science teachers are discussed. Appendices include interview protocols. Contains 14 references. (Author/PVD)

ED 406 158 SE 059 819

Lyons, David J.; And Others
An Investigation of the Use of the World Wide Web for On-line Inquiry in a Science Classroom.
PUB DATE- Mar 97
NOTE- 27p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Educational Resources; Educational Strategies; High Schools; *Inquiry; Intermediate Grades; Internet; Middle Schools; Science Curriculum; *Science Instruction; *World Wide Web

Research on student use of digital resources identifies the challenges associated with utilizing the World Wide Web (WWW) while involved in on-line inquiry activities in the science classroom. On-line materials alone do not suffice in providing the guidance students require to effectively ask questions, plan searches, and analyze the results of their inquiries. This study explores how students in 6th and 9th grade science classes used the WWW to research student-generated questions and the problems they had while working in the on-line environment. Strategies that the students employed while engaged in on-line inquiry are described along with a discussion on how these strategies affected their success. Recommendations are made for the classroom supports needed to help students be successful. Contains 13 references. (Author/JRH) educator performance; and (3) education materials. This project will facilitate the development of a model set of national standards for environmental education. The papers are as follows: (1) "Developing National Standards for Environmental Education: Context and Scope"; (2) "Developing a Framework for National Environmental Education Standards"; (3) "Developing a Framework for National Environmental Educator Performance Standards"; and (4) "Proposed National Environmental Education Materials Development Standards." Chapter subareas include developing a framework for Standards, guidelines based on environmental education literature, and synthesis of guidelines. The paper on educator standards also addresses state-level certification or endorsement requirements. The paper on education materials covers guidelines for curriculum review as well as for materials development and use. (PVD)

ED 406 178 SE 059 848

Hollweg, Karen S.
Are We Making a Difference? Lessons Learned from VINE Program Evaluations.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 325p.; For a related document, see SE 059 851.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ecology; Elementary Education; *Environmental Education; Experiential Learning; Group Activities; Hands on Science; Program Effectiveness; Program Evaluation; *Summative Evaluation; Urban Schools; Urban Youth; *Volunteers
IDENTIFIERS- Environmental Awareness; Nature Study

The Volunteer-led Investigations of Neighborhood Ecology, or VINE Program, gives children opportunities to discover and investigate the plants, animals, and ecological relationships that exist right in their own neighborhoods through hands-on natural science investigations. It was established by Denver Audubon Society members as an urban education project. The purpose of this document is to describe the evaluations conducted to determine the effectiveness of the VINE Program, and to relate what was learned about the evaluation process and the programs themselves. The focus is summative evaluation questions regarding the impact of the program and whether it has accomplished what it intended. Each of the central evaluation questions is presented as a major heading. Among the questions asked were "Who are we reaching?", "Are we providing participants with new and different experiences?", "How satisfied with the program are participants, their parents, teachers and volunteer leaders?", "Is the program being implemented as intended?", and "What are the outcomes for teens who serve as VINE volunteer leaders?" Following a brief introduction to each question, the following are described: (1) data collection and analysis; (2) cost; (3) what project administrators learned; (4) unexpected findings; and (5) what could have been done better. Appendices include completed evaluation studies and their findings. (PVD)

ED 406 179 SE 059 850

Wilson, Ruth A., Ed.
Environmental Education at the Early Childhood Level.
PUB DATE- 94
NOTE- 123p.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Educational Strategies; *Females; Higher Education; *Methods Courses; *Preservice Teacher Education; *Science Education; Sex Differences
IDENTIFIERS- *Gender Issues

This paper, based on an interactive session, offers the perspectives of three male professors, all of whom teach science methods classes consisting primarily of female prospective teachers. These three men have engaged the matter of gender-inclusive education in their classrooms and have struggled with the ramifications of that engagement. It is a commonly held belief that male professors approach women's issues from a distinct point of view that is developed through the interaction of influences from families, friends, teachers, professional literature, and the social context. The participants in this interactive session shared insights they gained from investigating gender dissonance within their own professional lives which cover different institutions of higher learning and different time periods. The goal of this session was to provide the basis for the conversation about male science education professors, gender-inclusive education, female prospective science teachers, and avenues of research to construct a more complete understanding of the situation. Contains 30 references. (JRH)

ED 406 201 SE 059 916

McGinnis, J. Randy; And Others
Development of an Instrument To Measure Teacher Candidates' Attitudes and Beliefs about the Nature of and the Teaching of Mathematics and Science.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 22 Mar 97
NOTE- 24p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Higher Education; *Mathematics Education; *Preservice Teacher Education; Questionnaires; *Science Education; *Student Attitudes
IDENTIFIERS- Nature of Science

This paper describes the development of a valid and reliable instrument to measure teacher candidates' attitudes and beliefs about the nature of and the teaching of mathematics and science. The instrument--Attitudes and Beliefs about the Nature of an the Teaching of Mathematics and Science--was developed for the Maryland Collaborative for Teacher Preparation (MCTP), an undergraduate teacher preparation program for specialist mathematics and science elementary/middle level teachers funded by the National Science Foundation. Sections of the instrument that were verified by factor analysis dealt with beliefs about mathematics and science, attitudes toward mathematics and science, beliefs about teaching mathematics and science, attitudes toward learning to teach mathematics and science, and attitudes toward teaching mathematics and science. It is concluded that the survey instrument has proven useful as one tool in an effort to landscape the attitude and belief paths behaviors. Teachers were interviewed to document their attitudes and practices with regard to science instruction prior to the training they received in the partnering program. Partnership teams tape-recorded any planning sessions held in a six-month period to document changes in their perspectives regarding science teaching. Teachers maintained science teaching logs of their science lessons. Data from interviews, planning sessions, and science teaching logs were organized and analyzed using content and cluster analysis techniques. Teachers developed strong connections with partners and a sense of esteem from the mutual efforts and satisfaction in what they created. (Author/PVD)

ED 406 223 SE 059 966

Reese, Clyde M.; And Others
NAEP 1996 Mathematics Report Card for the Nation and the States. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 97
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Evaluation; *Mathematics; Tables (Data)
IDENTIFIERS- *National Assessment of Educational Progress

For more than a quarter of a century, the National Assessment of Educational Progress (NAEP) has reported to policy makers, educators, and the general public on the educational achievement of students in the United States. The NAEP 1996 mathematics assessment continues the mandate to evaluate and report the educational progress of students at grades 4, 8, and 12. The national results provided in this report describe students' mathematics achievement at each grade within various subgroups of the general population. State-level results for grades 4 and 8 are presented for individual states and jurisdictions that chose to participate in the 1996 state assessment. In addition, trends in performance since 1990 are reported for the nation and for states and jurisdictions that participated in the 1990, 1992, and 1996 assessments. Chapters include: (1) "NAEP 1996 Mathematics Assessment"; (2) "Mathematics Scale Score Results: National and State Trends and Comparisons"; (3) "Achievement Level Results"; and (4) "Exploring a More Inclusive NAEP". (JRH)

ED 406 224 SE 059 972

Schaverien, Lynette; Cosgrove, Mark
A Neo-Darwinian View of Learning and Its Value for Science and Science Education.
PUB DATE- Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biological Influences; *Cognitive Development; Discovery Processes; Evolution; *Heredity; *Heuristics; *Science Education; Values
IDENTIFIERS- *Darwin (Charles); *Generative Processes; Nature of

Freedom; Moral Values; Social Values; Value Judgment; *Values
Clarification; *Values Education
IDENTIFIERS- Finland

The very existence of pluralism and democratic societies is based on a commitment to certain values, since they do not keep their members in line by sheer force. Theoretically this means that antidemocratic values choices of large numbers of people would lead to the end of such societies. Thus a problem encountered by these societies is how to educate commitment to democratic and pluralistic values without violating them. A philosophical framework for a solution to this problem is suggested. The solution is based on a form of moderate value realism which implies that values are part of the objective structure of human reality of which all persons are capable of acquiring knowledge through their experiental structures. For cognitive value education this means that certain values can be objectively preferred on the basis of valid reasons which can be the content of rational discussion and to which the students can take an independent stance on the basis of their value cognitions. Value education in its affective aspect is concerned primarily with motivating for value behavior by confronting the students with the inherently motivating force of values. For the development of value-directed emotions certain attitudinal skills are needed that consist of attitudes marked by benevolence and respect for persons who treat the student as a subject with the freedom for value choices in the face of rich value possibilities. It is suggested that without this kind of "dangerous" freedom persons will not develop a sensitive value consciousness and cannot become autonomous individuals. (Author/KM)

ED 406 245 SO 022 433

Angry, Raymond
Developing and Implementing a Model for Improving Global Awareness in the Secondary School with Collaborative Learning Groups through the Aid of a Multimedia Approach.
PUB DATE- 92
NOTE- 89p.; References and appendixes contain faint print.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Learning; Current Events; *Geography Instruction; *Global Approach; Global Education; International Relations; Junior High Schools; Junior High School Students; Middle Schools; *Multimedia Instruction; *Teaching Methods; World Affairs
IDENTIFIERS- Middle School Students

This practicum aimed to improve global awareness among middle school students. One specific goal was to increase the students' concept of the world and their global perspective. A second goal was to increase the students' geographic knowledge, enabling them to locate sites of current world events and affairs on a map or globe. Students were taught the geographic locational skills needed for learning the global issues and their localities in the world. The students synthesized facts about global interdependence. They wrote essays and reports derived from library research. Each student kept a current events notebook throughout the implementation of the practicum process. They were provided with 32 weeks of lessons, activities, and projects divided into 3 phases. Outcomes from this practicum experience were very positive. All six of the practicum's objectives were achieved and surpassed. The

(4) Arts participation rises with income. (5) Income plays a lesser role in participation via the broadcast media than that of live performance participation. (6) Urban residents are more likely to participate in the arts than are rural residents. (7) Urban residence is not as important a determinant of participation via the broadcast media and recordings as it is for live performance participation. (8) Men are less likely to participate in the arts than are women. (9) Whites are more likely to participate in the arts than are other racial groups. Policy implications supported by the findings include: (1) some television channels can be dedicated to arts programming; (2) arts organizations may explore greater use of videotapes and music videos for the cultures; and (3) educators can further enhance exposure to the arts at all levels. Tables and appendices are provided. (MM)

ED 406 268 SO 027 028

Benjamin, Judy; And Others
Above and Beyond: Secondary Activities for Peace Corps Volunteers.
PUB DATE- Jun 95
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Developing Nations; Foreign Countries; Global Education; *International Programs; *Nonformal Education; Voluntary Agencies; *Volunteers; Volunteer Training
IDENTIFIERS- *Peace Corps

This manual focuses on what prompts Peace Corps volunteers to get involved, activities that volunteers have tried while on assignment, and a series of guidelines volunteers can apply to secondary activity, which is organized during school recesses or at times when the Volunteer is otherwise unoccupied. The book is divided into three sections. Part 1, "Seven Success Stories," includes: (1) "Fishing in Sierre Leone"; (2) "Rooftop Gardening in the Dominican Republic"; (3) "Egg Production in Papua New Guinea"; (4) "Enterprise Zones in Malawi"; (5) "Repairing Braille writers in Nepal"; (6) "Organizing a Women's Conference in Hungary"; and (7) "Learning from Legends in Yap." Part 2, "A Sampling of Activities," contains: (1) "Appropriate Technology & Energy"; (2) "Arts & Entertainment"; (3) "Business"; (4) "Construction"; (5) "Environmental Education"; (6) "Health Education"; (7) "Literacy"; (8) "Recreation for Children & Youth"; (9) "Resource Centers and Libraries"; (10) "Services for People with Special Needs"; (11) "Third Goal Programs"; (12) "Volunteer and Vocational Training"; and (13) "Work with Women." Part 3, "Guidelines for Success," includes: (1) "Starting Slowly"; (2) "Letting the Community Take the Initiative"; (3) "Relying on Local Resources"; (4) "Enjoying the Activity"; (5) "Paying Attention to the Nuts and Bolts"; (6) "Keeping It Simple and Flexible"; and (7) "Following Up, Documenting and Sharing Your Experience." A list of acronyms and a 63-item bibliography conclude the manual. (EH)

ED 406 269 SO 027 030

Byram, Martin L.; And Others
Modules for Training Extension Workers with Handouts.
PUB DATE- 86
NOTE- 361p.

DESCRIPTORS- *Affective Behavior; Brainstorming; *Critical
Thinking; Decision Making; *Divergent Thinking; *Imagination;
*Problem Solving; Teaching Guides; *Thinking Skills

The title of this book is an acronym that serves to describe the mental activity the games of the book are intended to bring about. Each of the seven letters in "scamper" is the initial letter for the word phrases making up the checklist used to create the Scamper games. Sections of the book include: (1) "Scampering with the Experts--Thinking and Feeling Processes"; (2) "Shouldn't Everybody Scamper? (Scamper Techniques)"; (3) "How to Scamper"; (4) "Directions for Playing Scamper Games"; and (5) "Scamper Games." Contains appendices and 30 references. (EH)

ED 406 293   SO 027 115

Eberle, Bob
Scamper On: Games for Imagination Development.
PUB DATE- 96
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Affective Behavior; Brainstorming; *Critical
Thinking; Decision Making; *Divergent Thinking; Elementary
Secondary Education; *Imagination; *Problem Solving; Teaching
Guides; *Thinking Skills

This book is a sequel to the book "Scamper" by the same author and builds upon the ideas of imagination development introduced in the first book. SCAMPER is an acronym with each of the seven letters serving as the initial letter or word phrases that form an idea-spurring checklist. The checklist provokes children's minds and spurs the production of ideas with open-ended questions to run the scale of possibilities in search of creative ideas that may lead to the solution of problems. The table of contents includes: (1) "Why Scamper On?"; (2) "What's in the Word Scamper?"; (3) "Scamper Checklist"; (4) "Instruction for Scamper On Game Leaders"; and (5) "Scamper On Games." Contains appendices and 20 references. (EH)

ED 406 294   SO 027 184

Meyer, Carolyn; Pickens, Kel
Multicultural Sing and Learn. Folk Songs and Monthly Activities.
PUB DATE- 94
NOTE- 149p.; Illustrated by Tom Foster. Published by Good Apple,
Division of Simon and Schuster, 299 Jefferson Road, P.O. Box
480, Parisippany, NJ 07054-0480.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Instructional Materials;
*Interdisciplinary Approach; *Multicultural Education; *Music;
*Music Education
IDENTIFIERS- *Folk Music

This instructional resource, developed for use with students in grades K-5, provides original versions of folk songs from more than 25 cultures. New lyrics, which explain or introduce lesson concepts, are given. Exercises and activity sheets following each song tie in with the new lyrics to further understanding of the culture and concepts presented. Organized by calendar month, the songs and song related activities are teaching units that include instructional activities and teaching ideas. The teaching units address the following issues and topics: (1) "In the Beginning"; (2) "Native Americans - The First Nations of the Western Hemisphere"; (3) "Harvest and Thanksgiving Celebrations around the World"; (4) "Winter Holidays around the World"; (5) "A Simulation Trip to Africa - Capturing Endangered Animals"; (6) "Celebrating African-American History"; (7) "American Women of Achievement"; (8) "The Holocaust, or Yom Hoshoa"; (9) "The Ultimate Stories - Accounts of Creation around the World"; (10) "Using Oral History in the Classroom"; (11) "Striving for Independence - A Continuing Struggle"; and (12) "When the World Comes to Breakfast." A "Selected Bibliography of Multicultural Folk Literature from Around the World," and an index conclude the book. (MM)

ED 406 315   SO 027 838

Marden, Patricia C.; Barchers, Suzanne I.
Cooking Up World History: Multicultural Recipes and Resources.
PUB DATE- 94
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooking Instruction; *Cultural Activities; Cultural Education; Elementary Education; Food; Foreign Countries; *Foreign Culture; Global Education; Interdisciplinary Approach; *Multicultural Education; *Recipes (Food); *Social Studies; *World History

This interdisciplinary resource presents 140 recipes from 22 countries and regions around the world. Research questions connect culture and food to history. Cooking safety tips are given. Brief discussions about the role of food in culture precede recipes from: (1) Africa; (2) Australia; (3) Canada; (4) China; (5) Commonwealth of Independent States; (6) England; (7) France; (8) Germany; (9) Greece; (10) India; (11) Ireland; (12) Italy; (13) Japan; (14) Korea; (15) Mexico; (16) Middle East; (17) The Netherlands; (18) Scandinavia; (19) Scotland; (20) South America; (21) Southeast Asia; and (22) Spain. Each section is followed by a related, annotated bibliography. Appendices give "Answers to Library Links"; "Measurements"; and "Altitude Adjustments." The book concludes with two annotated bibliographies, an index, and information about the authors. (MM)

ED 406 316   SO 027 839

Barchers, Suzanne I.; Marden, Patricia C.
Cooking Up U. S. History: Recipes and Research to Share with Children.
PUB DATE- 91
NOTE- 185p.; Illustrated by Leann Mullineaux.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Development; Teacher Workshops

Growing out of the need for better instruction for classroom teachers in the use of educational software, the Teachers Software Institute (TSI) was designed to provide intensive software training to teachers who could serve as mentors in the use of computer technology and specific software. The paper examines the background of the program and the role of professional development models in the design of TSI. Forty-three teachers enrolled in the 1995 TSI three-day workshops focusing on "KidPix2", "HyperStudio", and "Claris Works 4.0." The format and content of the TSI workshops were successful. Teachers' need for comfortable, intensive training was combined with practical uses for their products. Site visit evaluations showed that the teachers were sharing their new or increased skills with other teachers and their students by giving workshops and implementing the software into their curriculum. There was a high level of participation by the teachers in the workshops, and nearly all teachers indicated that they had learned more than they had anticipated. The 1996 TSI focused on different software applications: HyperStudio 3.0, Inspiration 4.0, and Student Writing Center. Differences between the 1995 and 1996 TSIs are examined, as well as plans for 1997 TSI. (Contains 20 references.) (ND)

ED 406 335 SP 037 225

Szepkowski, Grace Mest; Dunn, Manina Urgolo
Qualitative Research: A Tool To Help Future Special Educators See beyond the Labels of Their Future Students.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; *Developmental Disabilities; Elementary Education; *Emotional Disturbances; Females; Higher Education; Interviews; Labeling (of Persons); Preservice Teacher Education; *Qualitative Research; Research Methodology; Residential Programs; Self Esteem; Special Education; Special Education Teachers; Student Research; Teacher Student Relationship
IDENTIFIERS- *Preservice Teachers; Seton Hall University NJ

Two projects in the teacher education program at Seton Hall University gave assignments involving basic qualitative research methods as applied to a focused goal of interaction between future teachers and their students. The first project focused on life in community residential programs for adults with developmental disabilities, and the second on senior student teachers who interviewed adolescent girls with disabilities about self-esteem. Each project is described, including course requirements, what was learned through the assignment, student self-reflections on the study subjects they interviewed and the data gathering and interview processes they used, and how the instructors' teaching was affected during the semester. Both studies offered future special education teachers the opportunity to spend time with persons with disabilities in nontraditional teacher/student roles. The studies also afforded students the opportunity to see the realities of life with a disability beyond the classroom setting. In addition, both studies offered students the

(Marian Leibowitz); (5) A Process-Oriented Paradigm: Implications for Professional Development (Marilyn Tabor); (6) Enhancing Transfer (Robin Fogarty); (7) New Technologies: New Learning? (Timothy Melchior, Gwen Gawith, John Edwards, and Michael Keany); (8) Using Technology To Combine Process and Content (Stanley Pogrow); (9) Teaching Science Literacy and Critical Thinking Skills through Problem-Based Literacy (Robert J. Swartz); (10) Tools To Enhance Thinking and Learning (Sandra Parks); (11) Processes for Diverse Voices (Rosemarie M. Liebmann and Anthony Colella); (12) Inviting the Feminine Voice (Rosemarie M. Liebmann and Barbara D. Wright); and (13) Measuring from in the Middle of Learning (Bena Kallick). The volume concludes with an essay, "The Essence: Process as Content" by Louis Rubin. Chapters include references. (JLS)

ED 406 354   SP 037 245

Hoffman, Carol
Reaching & Teaching the Kids Today. How Bella Serene, The Teaching Machine, Created Her "Connected Classroom," And You Can Too.
PUB DATE- 96
NOTE- 276p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Cooperative Learning; Elementary School Students; Elementary School Teachers; Invented Spelling; *Labeling (of Persons); Learning Motivation; Lesson Plans; *Motivation Techniques; Outcome Based Education; *Parent Teacher Cooperation; Primary Education; *Regular and Special Education Relationship; Student Behavior; *Student Characteristics; Teaching Methods; Whole Language Approach
IDENTIFIERS- *Diversity (Student)

Teachers are faced with the effects of the fragmentation of the family structure and an increasing number of children who are neglected, misbehave, and have trouble with learning. This book offers a solution to teachers in a system bound by legal educational requirements based on the various labels given children in schools today. The book is divided into 13 chapters. Each chapter has two parts: Part 1 presents a scene or event in a fictitious third-grade class and part 2 discusses innovative teaching materials and techniques. Based on the notion that teachers have not been given a method for connecting various teaching methods to classrooms with such diversity, this book provides links between theme teaching and integrated learning, whole language approach and cooperative grouping, a core curriculum and authentic student performance evaluation, as well as remediation, enrichment, and dealing with misbehavior. The 13 chapters cover the following topics: (1) delivery and assessment of labels; (2) motivation and student behavior; (3) whole language for early elementary; (4) spelling; (5) whole language for intermediate or middle school; (6) specialists; (7) collaboration with other teachers; (8) parent-teacher conferences; (9) adult volunteers; (10) attitudes, values and skills; (11) show-casing students; and (12) promoting cognitive links between grades. (SPM)

ED 406 355   SP 037 246

Robinson, Evan T.; Kochan, Frances K.

heavily field-based with extensive cooperation and collaboration in public schools involving small town, rural, and urban settings with a variety of populations to ensure a wide range of experiences for students. A major internship is part of the program. To strengthen the M.A.E. interns as scholars, a research component is coupled with the internship resulting in action research or a publishable paper. The program is highly selective in admissions and the placement rate for graduates ranges by major from 80 to 100 percent. (ND)

ED 406 374 SP 037 267

Coles, James; Bojar, Anthea L.
REFORM: Schools Cannot Do It Alone. School Districts/CESA 7/Cardinal Stritch, 1992-Present.
PUB DATE- Feb 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *College School Cooperation; *Educational Change; Elementary Secondary Education; *Faculty Development; Higher Education; *Inservice Teacher Education; Needs Assessment; *Partnerships in Education; School Districts; Students; *Teacher Education Programs; Teacher Improvement; Teachers
IDENTIFIERS- *Cardinal Stritch College WI

This paper outlines staff development programs offered by the teacher education faculty at Cardinal Stritch College (Wisconsin) to 26 districts from CESA 7 over 5 years. More than 850 administrators, staff, parents, board members, teachers, and students have participated. After assessing district and school needs through ongoing evaluation, surveys, focus groups, and other efforts, six programs were developed. The programs, which are described briefly, are: (1) Leadership I: School Improvement Team Training; (2) Leadership II: Advanced Facilitator Training; (3) Conflict Resolution through Collaborative Negotiation; (4) Activating Student Responsibility for Learning: Skills for the 21st Century; (5) CESA #7 Academy for Principals; and (6) Active Learning. Participants were able to earn college or CEU credit. The format for both the way the sessions were offered and the focus of the sessions changed based on the input received from participants. The last sections of the outline list what the staff has learned through the sessions and outgrowths of the program. A chart depicting professional knowledge base for teaching and learning is appended, as well as an outline of what teachers need to know and be able to do. (ND)

ED 406 375 SP 037 268

Sattler, John L.; Jensen, Rita A.
Leading the Way: A College of Education and Health Sciences' Role in Higher Education Reform.
PUB DATE- Feb 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

remediation in one area attained achiever status, compared to 17% of those needing remediation in two areas, and 11% of those needing remediation in three areas. (HAA)

ED 405 921 JC 970 238

Griffith, Cynthia W.
Follow-Up Survey of PVCC Graduates, Class of 1993-94. Research Report No. 1-97.
PUB DATE- Feb 97
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *College Graduates; College Outcomes Assessment; *College Transfer Students; Community Colleges; *Education Work Relationship; Employment Patterns; Graduate Surveys; Job Satisfaction; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Student Characteristics; Tables (Data); Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS- *Graduate Attitudes; Piedmont Virginia Community College

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of graduates to obtain information on their jobs, career satisfaction, and transfer to other institutions, as well as the effect of PVCC on their careers and further education. Findings from the survey of 1993-94 graduates, based on responses from 50.4% of the 224 alumni surveyed, included the following: (1) 50.5% of the respondents were employed in full-time jobs related to their field of study at PVCC; (2) 31.5% of the employed respondents were nurses, 14.8% were secretaries, and 7.4% were child care workers; (3) the mean annual salary earned was $19,129, with the highest salary earned being $54,000 and the lowest being $2,500; (4) 87% believed that PVCC provided excellent or good academic preparation for jobs; (5) 47.7% felt they were academically better prepared compared to other employees, while 51.1% felt that they were equally prepared; (6) for those who had transferred, the average grade point average at the receiving institution was 3.1; (7) 76.7% of all respondents believed that PVCC provided excellent or good academic preparation for transfer; and (8) in comparing PVCC with the four-year schools to which they transferred, more than half of the transfers believed that the quality of instruction was the same at both institutions. Data tables and the survey instrument are appended. (HAA)

ED 405 922 JC 970 239

Arismendi-Pardi, E. J.
Development of a Revised Course Outline in Precalculus for Biological, Management, and Social Sciences at Orange Coast College.
PUB DATE- Jul 96
NOTE- 56p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Calculus; College Mathematics; Community Colleges; *Course Content; *Course Organization; *Curriculum Development; Educational Needs; Program Effectiveness; Program Improvement;

66% of those with transfer-related goals, 58% of those with occupational course-related goals, and 36% of those with certificate or degree-related goals; (3) with respect to CC-related reasons that respondents did not return, 37% cited parking, 16% cited construction, 15% cited full classes, 15% cited problems with registration, and 12% cited a lack of child care; and (4) the two most common personal reasons for not re-enrolling were "financial reasons" and "needed time out of school," both cited by 20% of the respondents. Individual responses to open-ended questions and the survey instrument are appended. (HAA)

ED 405 940 JC 970 263

Farmer, Edgar I., Ed.; Key, Cassy B., Ed.
School-to-Work Systems: The Role of Community Colleges in Preparing Students and Facilitating Transitions. New Directions for Community Colleges, Number 97.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Articulation (Education); College Curriculum; *College Role; *Community Colleges; *Curriculum Development; Educational Practices; *Education Work Relationship; *Labor Force Development; *Partnerships in Education; Program Implementation; Two Year Colleges
IDENTIFIERS- School to Work Opportunities Act 1994; *School to Work Transition

Focusing on the role of community colleges in implementing the School-to-Work Opportunities Act of 1994, the 12 essays in this volume describe strategies and practices developed by colleges to address the provisions of the Act and help develop a global workforce. The following articles are provided: "Assessing the Community College Role in School-to-Work Systems," (Debra D. Bragg and Mildred Barnes Griggs); "Benchmarking for Quality Curriculum: The Heart of School-to-Work," (Margaret A. Ellibee and Sarah A. Mason); "Building Partnerships," (Mary J. Kisner, Maralyn J. Mazza, and David R. Liggett); "The Art of Articulation: Connecting the Dots," (David A. Just and Dewey A. Adams); "The Role Community Colleges Should Play in Job Placement," (Laurel A. Adler); "Workplace Mentoring: Consideration and Exemplary Practices," (Carl Price, Claudia Graham, and Janet Hobbs); "The Apprenticeship Revival: Examining Community College Practices," (Ann V. Doty and Robin T. Odom); "Quality Emphasis on Career Development and Continuous Self-Improvement," (Joe A. Green and Phyllis A. Foley); "Contextual Curriculum: Getting More Meaning from Education," (Les Bolt and Ned Swartz); "Legal and Technological Issues of the School-to-Work Opportunities Act of 1994," (Donald W. Bryant and Mary P. Kirk); "School-to-Work Systems and the Community College: Looking Ahead," (Edgar I. Farmer and Cassy B. Key); and "Sources and Information: School to Work Programming and Initiatives in the United States" (Matthew Burnstein). An index is included. (HAA)

ED 405 941 JC 970 264

Connolly, Mary; Dotson, Margaret

significant change. (KDFB)

ED 405 959 PS 025 081

Pace, Glennellen, Ed.
Whole Learning in the Middle School: Evolution and Transition.
PUB DATE- 95
NOTE- 319p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Active Learning; *Curriculum Development; Educational Innovation; History Instruction; *Holistic Approach; *Instructional Innovation; *Integrated Curriculum; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Language Arts; Mathematics Instruction; *Middle Schools; Nontraditional Education; Science Instruction; Student Centered Curriculum; Teacher Administrator Relationship; Teaching Methods; Thematic Approach; Theory Practice Relationship; *Whole Language Approach

This book brings together, under the term "whole learning," ideas from the language-arts-based whole language movement and work in middle schools with multidisciplinary, problem-centered, integrative approaches. The book contains 15 chapters, most written by teachers about their experiences with implementing whole learning curricula. The introductory section contains two chapters: (1) "Origin and Development of the Book" and (2) "Whole Learning and a Holistic Vision of the Middle School: Principles That Guide Practice" (Pace). Chapters in part 1 reflect in some way on teaching as a learning process: (1) On the Joys and Strains of Becoming" (Gillespie); (2) "Making It Your Own: Whole Language in the Middle School" (Burke-Hengen); and (3) "'Tracks in the Snow': Learning from Response Logs in Reading and Writing Workshops" (Christian). Chapters in part 2 demonstrate how teachers can create whole learning environments in different organizational structures and stresses the importance of administrative support: (1) "Hooked on History: A Cooperative Approach to Integrating History and Language Arts at the Middle School Level" (Jellum); (2) "Middle School English Classes: Workshop Revisited" (Russell); (3) "Integrating Curriculum in a Self-Contained Middle School Classroom: Teacher Innovation and the Impact of Administrative Support" (Wells); and (4) "Pushing the Boundaries in a Traditional Middle School Environment: A School-within-a-School" (Moss). Chapters in part 3, coauthored by middle school teachers and college or university teacher educators, demonstrate the importance of collaboration to innovative teaching: (1) "A Learning Journey: Exploring Teaching and Learning in the Middle School Language Arts Classroom" (Cousin and Aragon); (2) "Looking Back, Looking Forward: A Science Teacher Incorporates Whole Language" (Mauney and others); (3) "Above the Tree Line: Collaborative Curriculum Construction" (Bergstrom and others); (4) "Reforming Middle School Mathematics Constructively" (Ault and McEnerny-Ogle); and (5) "Embarking on Adventure: An Invitation to Middle School Science" (Ault and Maine). The concluding chapter explores the motivations of teachers who choose the whole learning approach: "Taking the Leap: An Analysis of the Joys and Strains" (Bergstrom and Pace). (EV)

ED 405 960 PS 025 085

Hanson, J. Robert
Metacognition: Strategies for 'Fourthought.'

and whites; there are continued problems in affordable, accessible quality infant and toddler care; there has been a substantial increase in 10 years in the number of families headed by single, teen mothers who have not completed high school; child abuse and neglect rates have increased substantially; and out-of-home or foster care has seen an enormous increase in 4 years. (KDFB)

ED 405 978 PS 025 162

Continuity for Young Children: Positive Transitions to Elementary School.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developmental Continuity; *Early Childhood Education; Emergent Literacy; Kindergarten; Preschool Education; Program Descriptions; *School Readiness; *Transitional Programs
IDENTIFIERS- California; Project Head Start

Recognizing that children who experience continuity as they enter formal education are more likely to sustain their earlier gains than children who do not experience continuity, this document provides guidelines for preschool, Head Start, and elementary teachers and administrators on transition procedures. An executive summary begins the document. Part 1, "The Importance of Successful Transitions," lists questions that new kindergartners and their parents, Head Start or preschool teachers, and kindergarten teachers might have about transition; defines transition; examines the role of transition in current educational programs; and discusses the benefits of positive transitions for children, parents, and teachers. Part 2, "Planning Successful Transition Programs and Activities," discusses the components of successful transition programs, examines potential barriers, and considers the effects of positive transitions on early literacy. Part 3, "Examples of Successful Transition Activities and Planned Programs," lists child, parent, teacher, and community activities that support positive transitions and describes 22 California transition programs. Part 4, "Research and Resources," provides an annotated bibliography of 45 research reports and publications. Two appendices list books for preschoolers about starting school and provide suggestions for parents whose children are entering kindergarten. (KDFB)

ED 405 979 PS 025 165

Fleet, Alma; Clyde, Margaret
What's in a Day? Working in Early Childhood.
PUB DATE- 95
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Caregiver Child Relationship; Case Studies; Child Caregivers; Child Care Occupations; *Classroom Environment; *Day Care; *Day Care Centers; Early Childhood Education;

enrolled in the Women, Infants, and Children federal nutrition program. Forty-six percent of the participants were African-American, 24 percent were Latino, and 20 percent were Anglo-American. About 60 percent were married. About 40 percent of the participants had some education beyond high school, about 30 percent had completed high school, and about 30 percent had not completed high school. The potential for child abuse was measured by a shortened version of the Child Abuse Potential Inventory (CAPI). Findings revealed that subscale scores for loneliness, rigidity, problems, and social and self-control were very similar for the three ethnic groups. The total scores and the parental satisfaction measure were also similar. Analysis of the scores indicated that there were no significant differences among the three ethnic groups on any CAPI subscales, the total scores, or the parental satisfaction measure. The findings may indicate that the shortened version of the CAPI is not sensitive enough to measure fine differences for the potential for child abuse among ethnic groups. (Contains 44 references.) (KDFB)

ED 405 996 PS 025 201

Kelly, Evelyn B.
Left-Handed Students: A Forgotten Minority. Fastback 399.
PUB DATE- 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adjustment (to Environment); Adolescents; *Children; Classroom Environment; Elementary Secondary Education; Eye Hand Coordination; *Handedness; Lateral Dominance; Learning Problems; *Left Handed Writer; Physical Education; Psychomotor Skills; Reading; Self Esteem; *Student Needs; Teaching Methods; Vocational Education

This fastback, a booklet bound "left-handed," is designed to help educators become aware of the problems faced by left-handed students in school and to suggest ways that many of the problems might be solved. Following an introduction discussing a personal experience with left-handedness, the booklet continues with a brief history of the treatment of left-handed people, noting that in Western countries there has always been pressure to use the right hand, as illustrated by the negative use of the word "left" and by efforts to change the handedness of children. Research and theories regarding handedness are then discussed, including views on lateral dominance and findings from genetic studies. The booklet describes school problems encountered by left-handed students in reading and writing, as well as problems encountered in using equipment designed for right-handed persons, especially in manual arts, music, business, and physical education classes. Problems with self-esteem that may result from these difficulties are also discussed. The booklet then presents ways teachers can alleviate difficulties in writing instruction by identifying left-handed students and planning special support and instructional techniques for teaching handwriting, while avoiding undue attention. The booklet suggests that the reading needs of left-handers may be met by closely observing left-handers, for whom the left-to-right direction may seem unnatural, and that vocational and physical education needs may be met by obtaining left-handed tools and by using mirroring as an instructional strategy. The booklet concludes with an essay procedures, and only one emphasis ratio was employed. Results indicated that fifth graders could allocate their attention to different emphasis levels, but second-graders did not. Second-graders had a significantly slower baseline than fifth-graders. However, there was no age difference in attention-sharing. The POC analysis, which used performance functions in which performance on one task was plotted as a function of performance on a second task, allowed a more precise assertion of attention allocation and demonstrated the need to equate the baselines in developmental studies. (Contains 20 references.) (KDFB)

ED 406 014 PS 025 232

Clawson, Mellisa A.
Contributions of Regulatable Quality and Teacher-Child Interaction to Children's Attachment Security with Day Care Teachers.
PUB DATE- Apr 97
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997). For a related paper, see PS 025 233.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attachment Behavior; Caregiver Child Relationship; Child Caregivers; Class Size; Day Care; *Day Care Centers; Factor Analysis; Interviews; Observation; *Preschool Children; Preschool Education; Regression (Statistics); Teacher Qualifications; Teacher Student Ratio; *Teacher Student Relationship
IDENTIFIERS- *Day Care Quality; *Security of Attachment

This study examined regulatable quality and teacher-child interaction and, their influences on the quality of the attachment relationship developed by preschool children with their day care teachers. Observation and interview procedures were completed in 12 classrooms serving 194 preschoolers. Regulatable quality variables included teacher-child ratio, class size, and teacher qualifications. Teacher-child interaction was assessed with respect to rate, content (traditional, socially-oriented, or control/disciplinary style), and affective tone. Results indicated that class size and teacher-child ratio were especially variable, because classes were often combined for joint activities or were divided into small groups. Negative teacher affect occurred infrequently, but flat emotional tone was not uncommon. Controlling for child age, it was found that class size was negatively related to teacher-child ratio and teacher qualifications, and teacher-child ratio was positively related to teacher qualifications. The rate of teacher-child interaction was positively related to traditional and socially-oriented interactions. Control interactions were related to negative and neutral teacher affect, and negatively related to positive teacher affect. Class size was negatively related to interaction rate and traditional- and socially-oriented interactions. Teacher-child ratio was related to interaction rate and traditional interaction. Children's attachment security scores were negatively associated with neutral teacher affect and control interaction. The composite variables of quality and teacher-child interaction, formed from the results of a principle components analysis, were used in multiple regression analyses. Tentative support was found for paths between: (1) low quality teacher-child interaction and

Dynamics of Classroom Life" (Joy Cullen, Alison St. George); (3) "Identifying Dilemmas for Early Childhood Educators" (Sue Dockett, Kim Tegel); (4) "Investigating Young Children's Home Technological Language and Experience" (Marilyn Fleer); (5) "How Do Early Childhood Teachers Support Young Children's Learning?" (Ruth F. Gardner); (6) "Possible Effects of Early Childhood Music on Mathematical Achievement" (Noel Geoghegan, Michael Mitchelmore); (7) "Beyond Mr. Bubbles: An Analysis of the Public Image of Early Childhood Care and Education in Western Sydney" (Jacqueline Hayden); (8) "Dads, Data and Discourse: Theory, Analysis and Interpretation in Parenting Research" (Annette Holland); (9) "Staff Supervision in Long Day Care Centres in New South Wales" (Karen Kearns); (10) "Quality Talk in Early Childhood Programs" (Laurie Makin); (11) "Ritual and Pedagogy: How One Teacher Uses Ritual in a Pre-Primary Classroom Setting" (Carmel Maloney); (12) "Young Children Who Experience Domestic Violence: An Important Issue for Early Childhood Teachers" (Jennifer Smith, and others); (13) "Publication Opportunities for Early Childhood Academics" (Jennifer Sumsion); and (14) "Arts Games for Young Children" (Louie Suthers, Veronicah Larkin). (KDFB)

ED 406 031 PS 025 255

Cowley, Judith
Longitudinal Studies--Are They Worth It?
PUB DATE- 96
NOTE- 10p.; In: Australian Research in Early Childhood Education. Volume 1, 1996; see PS 025 254.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attendance; Elementary School Students; Elementary Secondary Education; Foreign Countries; Language Aptitude; *Longitudinal Studies; *Otitis Media; *Research Design; Research Methodology; Research Problems; Secondary School Students; Self Esteem; Special Education
IDENTIFIERS- England (Newcastle upon Tyne)

A longitudinal study of otitis media in young children, begun in 1981, aimed to provide information on the incidence and prevalence of otitis media in young children in the Newcastle (England) region and to follow their academic progress. Subjects selected for the study were kindergartners in five schools and represented an ethnically homogeneous sample from a range of socioeconomic populations. Repeated assessments were made for hearing acuity, middle ear status, language development, and auditory and cognitive processing skills, and a language sample was taken. The results of the original research established that, for the 210 children in the study, otitis media was not an atypical condition, as only 37 percent had shown no evidence of the condition by the end of the first year. In addition, pre-academic and academic testing supported the view that children with a chronic middle ear condition experienced more difficulties in language-related academic tasks than did their peers. The follow-up results on data gathered in 1991 indicated that these students were significantly less likely to have a positive self-perception than their peers and were more likely than their peers to have had extended school absences and to have been referred for special education assistance. When viewed over time, the results supported the value of longitudinal studies. (Contains 16 references.) (KDFB)

Preschool Children's Attitudes about Deviations from Gender-Role Behaviors.
PUB DATE- Apr 97
NOTE- 48p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Behavior Standards; *Childhood Attitudes; Moral Values; *Preschool Children; Preschool Education; *Sex Role; Social Behavior; Value Judgment
IDENTIFIERS- Gender Issues

This study examined 3- to 7-year old children's knowledge about gender roles and moral and social norms, their beliefs about the possibility of violating these roles and norms, and their attitudes about children who do. The gender role norms were grouped into several categories: toys, games, play styles, adult occupations, adult parental roles, hairstyles, and clothing. Participants were 90 children divided into three age groups; they were asked individually about 20 items concerning gender, moral, and social transgressions and used a "smiley face" Likert scale in responding. Results showed that the study's first hypothesis, that children's knowledge about gender, social, and moral norms increases between the ages of 3 and 7, was supported. The second hypothesis, that beliefs about whether it is possible to violate gender norms would increase with age, was not confirmed. Regardless of age, children generally believed it was possible to violate almost all the norms, with social and moral norms harder to violate than gender norms. The third hypothesis, that moral violations would be judged to be more serious than violations of social or gender norms, was confirmed, as was the fourth hypothesis, that boys' gender-role violations involving physical appearance would be judged to be more serious than similar transgressions by girls. (Contains 21 references.) (EV)

ED 406 050 PS 025 293

Cuccaro, Paula
Perceptions of Adolescents' Influence in Family Decision Making.
PUB DATE- Apr 97
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Decision Making; *Family (Sociological Unit); Family Life; Mothers; Parent Attitudes; *Parent Child Relationship
IDENTIFIERS- Adolescent Attitudes

This study examined adolescents' influence on family decision making. The Decision Making Survey (DMS), a self-administered questionnaire, was created to present a variety of the decisions made within the family. Items on the DMS were categorized into eight domains of family life (entertainment, purchases, family environment/daily living activities, school-related activities, rules and regulation, conservation, finances, and politics/religion/social activism) to determine in which domains adolescents and their mothers perceived the adolescents to have a greater level of influence. The items on different tasks, some involving people and some domestic animals. Each task involved interviews in which children predicted what kinds of physical and behavioral characteristics offspring would be most likely to demonstrate under normal biological parentage and rearing, adoptive rearing, inter-uterine transplant parentage and rearing with own species, or inter-uterine transplant parentage and rearing with transplant species. In all studies, particularly those involving non-human animals, there was a strong tendency for children of all ages to draw on essentialist explanations for their predictions. Among the youngest children (3-4 year olds), psychological intentional explanations were common. It was not until 6 to 7 years that explanations clearly began to refer to physical processes and putative biological mechanisms. The period between 4 and 6 years appeared to be a transitional phase where performance and explanations were more variable and seemed to be highly task-dependent. Biological-based, although often inaccurate, explanations for inheritance increased dramatically around 10 to 11 years. (Contains 11 references.) (KDFB)

ED 406 068 RC 019 180

Lippitt, Linda; And Others
Integrating Teaching Styles with Students' Learning Styles (Series of 14).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 280p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indians; *Brain Hemisphere Functions; *Cognitive Style; Cultural Exchange; Language Arts; *Learning Strategies; Pueblo (People); Secondary Education; Social Studies; *Teaching Methods; *Units of Study
IDENTIFIERS- *4MAT System; Native Americans; Santa Fe Indian School NM

This document begins with a report of a study of the learning styles of American Indian students at the Sante Fe Indian School (New Mexico). Santa Fe Indian School is a secondary school of 550 students, primarily from the Pueblo communities of New Mexico. A learning style assessment instrument was administered to 459 students, Grades 7-12, in 4 tribal language groups. A preferred instructional style was not found overall or for any of the tribal language groups. Analysis of student profiles suggests that teaching strategies and curriculum should focus on: small-group learning activities; developing a positive rapport between teachers and students; augmenting information-processing skills that address right and left hemispheric approaches to learning; and developing a flexible instructional delivery that incorporates information on individual learning styles. Following the report, 14 social studies and language arts lesson units, developed for Indian middle school students as a result of the study are presented, based on the 4MAT instructional model that acknowledges a diversity of learning styles and incorporates both right and left hemispheric modes of learning. The units cover various topics related to American Indian history and culture, cultural exchange, outdoor education, study skills, and thinking skills. Each unit consists of lesson plans and learning activities section of the Texas Assessment of Academic Skills (TAAS); and at least 70 percent passed the TAAS math section. Case studies of 26 of these schools found much diversity in instructional programs and approaches. However, seven common areas or themes emerged: (1) focus on the academic success of every student; (2) no excuses; (3) careful experimentation; (4) inclusion of everyone in problem solving; (5) sense of family; (6) collaboration and trust; and (7) passion for learning and growing. Profiles of the 26 schools include a brief description, demographics, awards, TAAS results, and principal and teacher comments. Excerpts of case-study interviews include success stories related by parents, teachers, and staff. A self-study and planning guide draws on the seven common themes of successful schools to provide a structured process through which school communities can begin the evaluation and planning necessary for school improvement. Seven modules corresponding to the themes contain worksheets with questions to promote critical reflection and self-evaluation, goal setting, and planning. Suggested readings and a feedback form are included. Suggestions for technical assistance providers include topics and rationale for professional development. (SV)

ED 406 085 RC 020 986

Montgomery, Diane, Ed.
Promoting Progress in Times of Change: Rural Communities Leading the Way. Conference Proceedings of the American Council on Rural Special Education (San Antonio, Texas, March 26-29, 1997).
PUB DATE- Mar 97
NOTE- 434p.; For selected individual papers, see RC 020 987-999 and RC 021 000-026. For 1996 conference proceedings, see ED 394 746.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Disabilities; Distance Education; Early Childhood Education; Educational Technology; Elementary Secondary Education; Gifted; Higher Education; High Risk Students; *Inclusive Schools; Mainstreaming; Minority Groups; Program Descriptions; Regular and Special Education Relationship; Rural Areas; *Rural Education; Rural Schools; *Special Education; Special Education Teachers; Staff Development; Teacher Attitudes; *Teacher Collaboration; *Teacher Education; Transitional Programs

This proceedings includes 62 papers on rural special education. Papers present promising practices for rural special education, current research, program descriptions, discussions of theory, and topics of timely concern. The papers are organized in order of presentation, and are categorized in a topical index under the following subjects: administration, at-risk students, collaborative models, early childhood, gifted, multicultural concerns, parents and families, professional development (including preservice and inservice education), technology (and distance education), transition, and other concerns (including low incidence populations and special agencies). An index of over 130 presenters and their affiliations is included. (SV)

ED 406 086 RC 020 987

Lombardi, Thomas P.; Ludlow, Barbara L.
Special Education in the 21st Century.
PUB DATE- Mar 97
NOTE- 7p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.

University in conjunction with local districts. Participants' strengths and needs were considered in the design of an internship experience and a 1-week summer institute. Other program elements were courses on transition and community-based instruction, vocational assessment, and career development, delivered in condensed format or via distance learning technology. Each participant designed an individual action plan incorporating their personal strengths and needs, the strengths and needs of their district, and the vision statement. The role of university personnel shifted as a result of district personnel needs. Perhaps the most important role of the university was that of providing credibility to the efforts of participating educators as they changed their own roles to become more acquainted with the community and less involved in traditional classroom activities. From this project a model has emerged for providing inservice and preservice training that addresses rural concerns. Evaluation showed that the district-university partnership is a real strength, although relationships longer than the current 1 year would be more effective. In some districts, administrators' lack of knowledge about laws concerning transition services resulted in lack of support. (TD)

ED 406 102   RC 021 003

Hooper, H. H., Jr.; And Others
Concerns of Rural School Superintendents in Texas Regarding Inclusion As a Method for Serving Special Needs Children.
PUB DATE- Mar 97
NOTE- 8p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Adoption (Ideas); Change Agents; Educational Change; Elementary Secondary Education; *Inclusive Schools; Instructional Leadership; Mainstreaming; Program Implementation; Rural Education; *Rural Schools; *School Districts; Special Education; *Superintendents
IDENTIFIERS- Change Facilitator Stages of Concern Questionnaire; *Texas

This paper reports on the concerns of rural school superintendents in Texas regarding the inclusion of special needs students in regular classrooms. The Change Facilitator Stages of Concerns Questionnaire (CFSoCQ) and a demographic data sheet were completed by 484 of the 708 rural superintendents in Texas. The CFSoCQ consists of 35 items reflecting stages of concerns that users, or potential users, of an innovation may have in the areas of awareness, informational, personal, management, consequence, collaboration, and refocusing issues. Nearly half of respondents were from school districts with enrollments of under 500 students, 59 percent of respondents reported that 6-15 percent of district enrollment were special needs students, nearly 93 percent were actively engaged with inclusion, and approximately 60 percent reported that inclusion was partially implemented in their school district. Questionnaire results indicate that superintendents expressed more concerns about issues related to awareness, information, management, and refocusing and less concern about personal, consequence, and collaboration issues. School district size or proportion of special needs students did not make a significant difference in superintendents' concerns about inclusion. However, the status information and cautious in dealing with the school system, and placed the causes or responsibility for conflicts on families and not the teacher. Postcourse questionnaires revealed that the course had changed the views of most respondents about exceptional families, particularly regarding the value of parental involvement and the teacher's role in encouraging it. Respondents also indicated that their improved understanding of rural families would make them more sensitive and less judgmental. In addition, teachers' new understanding of family systems led to greater confidence in working with rural exceptional families. Fifteen rural teachers who completed follow-up questionnaires 1 to 2 years after course completion indicated that they had a better understanding of rural families, were more skilled in dealing with families, and were successful in encouraging family involvement. (LP)

ED 406 119 RC 021 020

Jones, Doris; And Others
Working with Navajo Parents of Exceptional Children.
PUB DATE- Mar 97
NOTE- 7p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Education; Cultural Awareness; Disabilities; Elementary Secondary Education; English (Second Language); Home Visits; *Intercultural Communication; *Navajo (Nation); Parent Attitudes; *Parent Participation; *Parent School Relationship; Rural Schools; School Districts; *Special Education; Teacher Attitudes
IDENTIFIERS- *Kayenta Unified School District AZ; Navajo Reservation

Undergraduate students at Northern Arizona University interviewed and surveyed 20 staff members at Kayenta Unified School District (KUSD) on the Navajo Reservation and 14 parents of exceptional Navajo children enrolled in KUSD. Both groups were asked to identify challenges affecting the working relationship between parents and school on a rural reservation, the effective techniques used by KUSD in contacting and working with parents, and potential elements that could strengthen school-parent interactions. The staff indicated that the major challenges were geographic distance and sensitivity to cultural differences in discourse. Parents were generally satisfied with the district's efforts but indicated a need for more communication at the secondary level. Staff and parents felt that the use of home liaisons, bilingual Navajo staff members who make home visits, was a powerful technique for enhancing active communication between school and parents. Treating parents with respect, encouraging their continued assistance in their child's education, and assisting them in understanding parental rights were considered essential. The parents appreciated KUSD efforts to meet transportation needs of exceptional students and to connect families with related services or medical attention through local agencies. Among staff's seven suggested improvements were increased training for parents, obtaining parents' viewpoints and feelings, and including a parent participation component in school activities. Among parents' four recommendations were having more informational meetings and providing more pamphlets, handouts, and awareness training to parents. (TD) funds, performance by character of work, and share of industrial funding by source and industry; (4) education of scientists and engineers by number of bachelor's, master's, and doctorate degrees awarded; full-time graduate students in all institutions by source and type of major support; and foreign citizen representation in U.S. science and engineering graduate education; (5) working scientists and engineers by field of degree, sector, and percentage total, women, and minorities by sector; (6) public attitudes toward science and technology for impact on quality of life issues and expected results, and preferences for government spending; and (7) international science and technology trends for comparisons of economic growth and national expenditures, and other measures. Lists 52 relevant science resource publications. (LZ)

ED 406 139 SE 057 480

Hill, Susan T.
Science and Engineering Degrees, by Race/Ethnicity of Recipients: 1985-93. Detailed Statistical Tables.
PUB DATE- 95
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Degrees (Academic); *Engineering Education; Higher Education; *Minority Groups; *Science Education; Surveys

This publication is based on data from several federal surveys from all accredited institutions of higher education. Three of them are: the Completions Survey conducted by the National Center for Education Statistics; the U.S. Department of Education's Survey of Degrees and Other Formal Awards Conferred; and the Survey of Earned Doctorates. These data cover earned degrees conferred in the aggreate United States in science and engineering during the period from Earned Doctorates. These data cover earned degrees conferred in the aggregate United States in science and engineering during the period from June, 1985 through June, 1993. The first section contains data highlights for degrees awarded to underrepresented minorities by the following fields: psychology, social science, biological science, mathematics, physical sciences, engineering, agriculture, and computer Higher Education General Information Survey/Integrated Postsecondary Education Data System classification system. The last two sections definitions of racial/ethnic categories and historical changes in the Higher Education General Information Survey/Integrated Postsecondary Education Data System classification system. The last two sections contain statistical charts and tables. (MKR)

ED 406 140 SE 059 253

Goodstein, Madeline Prager; Sitzman, Barbara Pressey
Relationships in Physical Science.
PUB DATE- 92
NOTE- 266p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acceleration (Physics); Chemistry; Energy; Force; Heat; Measurement; Motion; *Physical Sciences; Physics; Problem Solving; *Science Activities; Scientific Concepts; Secondary Education

ED 406 159 SE 059 820

Westerlund, Julie F.; Barufaldi, James P.
Reform and Reality: A Two Year Study. Observations of Texas Teachers on the Biology I End of Course Examination.
PUB DATE- Mar 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Biology; Educational Strategies; High Schools; *Minority Groups; *Science Curriculum; Standards; *Teacher Attitudes; *Testing
IDENTIFIERS- Texas

The purpose of this study was to explore the perspectives of biology teachers towards the new Texas state-mandated Biology I End of Course Examination. A heuristic inquiry of five biology teachers from two different high schools in one school district was conducted over two years. Audio recordings of interviews, discussions, personal journals, observations and open-ended questionnaires provided the data collection points. The major themes that emerged from the study included teacher confusion about the purpose of the examination, concerns about the validity of the examination, and biology curriculum alteration at the high-minority group high-school. Findings indicate that the examination had the negative effect of lowering the level of skills taught to students in the school with large numbers of minority students. The teachers at the high minority group high school were pressured by administrators to raise their students' examination scores. As a result, the biology curriculum was largely altered to emphasize examination questions, graphing, and measurement. Contains 56 references. (Author/JRH)

ED 406 160 SE 059 821

Davis, Kathleen S.
Meeting Women's and Girls' Special Needs: "Gender-Sensitive" Environments and the Roadblocks Women Science Educators Face.
PUB DATE- Mar 97
NOTE- 35p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; Educational Psychology; Elementary Secondary Education; *Females; Higher Education; Science Programs; *Science Teachers; *Sex Fairness; Social Networks; Teaching Methods; Womens Education

Groups and educators have sought to construct gender-sensitive learning environments for women and girls in science, thus providing them with opportunities to legitimately participate in the science and science education communities. Results of the study reported in this paper show that women science educators who work to provide such contexts experience multiple obstacles, conflicts, tensions, and dilemmas that are situated in issues of power and politics which interrupt their efforts to facilitate girls' and women's opportunities to engage in science. Groups studied included an after-school science club for girls under the direction of a woman science educator, and a group of university women working in science at an academic research institution. Data were collected in the form of

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Resources; Educational Strategies; *Environmental Education; Global Approach; Information Dissemination; *Preschool Education; Program Descriptions

The purpose of this publication is to establish a rationale for early childhood environmental education and to offer some guidelines and suggestions for planning and implementing developmentally appropriate environmental education programs for preschool children. This monograph is divided into four major sections. Part 1 outlines the rationale for early childhood environmental education and includes contributions from researchers both in the United States and the United Kingdom. Part 2 presents philosophical and research perspectives relating to environmental education for preschool children. It also outlines some of the major developmental characteristics of children during the early childhood years, especially in relation to cognitive and moral development. Part 3 provides specific guidelines and suggestions for developing and implementing environmental education programs at the early childhood level, thus establishing a framework for quality in such programs. Highlighted in Part 4 are existing programs offering environmental education for pre-school children. These programs include early childhood centers offering a nature-based curriculum and environmental education centers offering preschool programs. The final sections of this monograph offer information on efforts to establish international networking, an annotated list of selected resources, and biographical information on the contributors to the monograph. (JRH)

ED 406 180 SE 059 851

Hollweg, Karen S.
Volunteers Teaching Children: A Guide for Establishing VINE Ecology Education Programs.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 95
NOTE- 242p.; For a related document, see SE 059 848.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; Cooperative Learning; Critical Thinking; *Ecology; Elementary Education; *Environmental Education; *Experiential Learning; Group Activities; Hands on Science; Program Implementation; Science Activities; Scientific Methodology; Urban Schools; Urban Youth; *Volunteers
IDENTIFIERS- Environmental Awareness; Nature Study

"Volunteers Teaching Children" describes the Volunteer-led Investigations in Neighborhood Ecology, or VINE Programs, established by Denver Audubon Society members as an urban education project, and how that model has been adapted to draw on the human and financial resources available in other cities. VINE Programs give children opportunities to discover and investigate the plants, animals, and ecological relationships that exist right in their own neighborhoods through hands-on natural science investigations. The activities teach observation and critical thinking, communication, and cooperative group skills. The programs are delivered by volunteers to schools and institutions where children go after the MCTP teacher candidates travel during their undergraduate years. The survey instrument is included in the appendix. Contains 37 references. (Author/JRH)

ED 406 202 SE 059 917

Johnson, Eugene G.; And Others
Technical Report of the NAEP 1992 Trial State Assessment Program in Mathematics.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 439p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Elementary Education; Evaluation; *Mathematics Achievement; *Research Methodology; Tables (Data)
IDENTIFIERS- *National Assessment of Educational Progress; *Trial State Assessment (NAEP)

The "Nation's Report Card," the National Assessment of Educational Progress (NAEP), is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. This report summarizes some of the sophisticated statistical methodology used in the 1992 Trial State Assessment of Mathematics. Chapters include: (1) "Overview: The Design, Implementation, and Analysis of the Trial State Mathematics Assessment Program" (Eugene G. Johnson, Stephen L. Koffler, and John Mazzeo); (2) "Developing the Mathematics Objectives, Cognitive Items, Background Questions, and Assessment Instruments" (Stephen L. Koffler); (3) "Sample Design and Selection" (Leyla K. Mohadjer, Keith F. Rust, Valerija Smith, and Jacqueline Severynse); (4) "State and School Cooperation and Field Administration" (Nancy Caldwell); (5) "Processing Assessment Materials" (Dianne Smrdel, Linda Reynolds, and Brad Thayer); (6) "Creation of the Database and Evaluation of the Quality Control of Data Entry" (John J. Ferris and David S. Freund); (7) "Weighting Procedures and Variance Estimation" (Adam Chu and Keith F. Rust); (8) "Theoretical Background and Philosophy of NAEP Scaling Procedures" (Eugene G. Johnson, Robert J. Mislevy, and Neal Thomas); (9) "Data Analysis and Scaling for the 1992 Trial State Assessment in Mathematics" (John Mazzeo, Huahua Chang, Edward Kulick, Y. Fai Fong, and Angela Grima); and (10) "Conventions Used in Reporting the Results of the 1992 Trial State Assessment in Mathematics" (John Mazzeo). Contains extensive appendixes and 68 references. (JRH)

ED 406 203 SE 059 918

Berry, Richard; And Others
Science Learning Matters: An Overview of the Science Report Card.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 88
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Environment; *Educational Strategies; Elementary Secondary Education; *Equal Education; *High Risk Students; Program Evaluation; Relevance (Education); Science

Science

The modern history of biology shows how Darwin's selectionist theory has replaced instructionist theories in explaining the operations of living things: first with inheritance through the gene pool of the 1850s, and second with the replacement of a template theory of immune system function in the 1960s. Today scholars in several disciplines consider the brain a Darwin machine also. Underpinning Darwinism is a generative heuristic in which entities (or variants) are generated and later subjected to tests. Entities that survive the testing are re-generated. The premise of this paper is that the nature of both science and its learning can be understood through the application of this heuristic. The paper begins with an exposition of Darwin's conceptual synthesis and the recognition of its fundamental biological principles--generation of variants and selection from among those variants--in three specific domains. That recognition suggests the fruitfulness of these principles for understanding brain operation in general and generative learning in science in particular. The second section describes this biological view of learning and its three central characteristics. The last section initiates discussion of the worth of this biological basis for generative learning. Contains 57 references. (Author/PVD)

ED 406 225 SE 059 974

De Corte, Erik; And Others
Estimating Numerosity in a Rectangular Grid: The Development of a Clever Estimation Strategy.
PUB DATE- Mar 97
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Cognitive Psychology; Cognitive Style; College Students; *Computation; Constructivism (Learning); Discovery Processes; Elementary Education; *Estimation (Mathematics); Grade 2; Grade 6; Higher Education; Learning Strategies; *Numeracy; *Strategic Planning; Thinking Skills

This study investigates the development of an adaptive strategy for estimating numerosity from the theoretical perspective of strategic change. A simple estimation task was used. Participants of 3 different age groups (20 university students, 20 sixth-graders and 10 second-graders) had to estimate 100 numerosities of colored blocks presented in a 10 X 10 rectangular grid. This task allows for two distinct estimation procedures: (1) repeatedly adding estimations of groups of blocks (= addition procedure); or (2) subtracting the estimated number of empty squares from the (estimated) total number of squares in the grid (= subtraction procedure). A rational task analysis indicates that the most efficient overall estimation strategy consists of adaptive use of both procedures, depending on the ratio of blocks to empty squares. The first hypothesis was that there would be a developmental difference in the adaptive use of the two procedures. According to the second hypothesis, this adaptive use will result in better estimation accuracy. Converging evidence from different kinds of data (i.e., response times, error rates, and retrospective reports) supported both hypotheses. Contains 22 references. (Author/PVD) students gained knowledge of global interdependence. Their geographic skills improved. Finally, the students gained an interest in worldwide current events and affairs. The global awareness survey instrument and the geographic locational skills test are appended. (DB)

ED 406 246 SO 022 661

Patrick, John J.
The Constitution and Bill of Rights in the Curricula of Our Schools: Coverage, Materials, and Methods.
PUB DATE- 91
NOTE- 11p.; This paper was prepared for the Leon Jaworksi Symposium (Washington, DC, September 11-13, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship Education; Constitutional History; Constitutional Law; *Curriculum Development; Curriculum Evaluation; *Educational Change; Elementary Secondary Education; *Law Related Education; Social Studies; Teaching Methods
IDENTIFIERS- *Bill of Rights; *United States Constitution

This paper assesses efforts undertaken to promote teaching and learning about the U.S. Constitution and the Bill of Rights during the years leading up to and including the bicentennial celebrations of these two documents. The assessment focuses on three specific topics: (1) patterns of content coverage; (2) materials for teachers and students; and (3) methods of instruction. Most students are taught about the Constitution and Bill of Rights at least four times: (1) in a fifth-grade U.S. history course; (2) in a middle school or junior high U.S. American history course; (3) in a high school U.S. history course; and (4) in a high school government or civics course. This content coverage pattern has remained constant throughout the bicentennial period. The bicentennial period has been a time of extraordinary production of curricular materials about every facet of the Constitution and Bill of Rights in U.S. history and contemporary society. Examples of materials produced in this period are cited. Hundreds of teachers have been exposed to new teaching materials and methods through special bicentennial institutes and workshops; however, most teachers appear to rely on standard textbooks and not the materials and methods developed during the bicentennial period. (DB)

ED 406 247 SO 023 180

Kaufmann, Valerie
Haiti: A Developing Nation.
PUB DATE- 15 May 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Developing Nations; Foreign Countries; Grade 8; Junior High Schools; Social Studies; *Teaching Experience
IDENTIFIERS- *Haiti

A proposal is made for creating a one-month study unit for the

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Action; Community Development; *Developing Nations; Extension Agents; Extension Education; Foreign Countries; Local Issues; *Nonformal Education; Nontraditional Education; Rural Development; *Rural Education; *Rural Extension
IDENTIFIERS- Africa

This manual is intended for extension workers involved in rural development programs in developing nations. The focus is on communication skills and education and is aimed at the trainers of extension workers. There are four main sections with each section divided into units with handouts and activities. Section 1, "Basic Education Methods," includes: (1) "Basic Communication Skills and Home Visits"; (2) "How to Organize and Lead Small Group Discussions"; (3) "Education Methods"; and (4) "Production of Visual Aids." Section 2, "Community Education Methods," contains: (1) "How to Use Drama for Community Education"; (2) "How to Use Puppetry for Community Education"; and (3) "Organizing a Field Day." Section 3, "Community Mobilization Method," includes: (1) "Role of the Extension Worker in Promoting Community Self-Sufficiency"; (2) "Understanding the Community"; (3) "Promoting Community Action"; and (4) "Organizing Meetings and Committees." Section 4, "Work Management Skills," contains: (1) "Planning and Assessing Your Work"; (2) "Reporting"; (3) "Writing a Project Proposal"; and (4) "Teamwork and Coordination." An introductory unit focuses on "Identifying Your Needs and Problems." A summary unit examines "Planning, Conducting, and Evaluating and Education Session." The emphasis is on experiential or participatory training. (EH)

ED 406 270 SO 027 032

Commins, Elaine
The Big Book of Folder Games for the Innovative Classroom.
PUB DATE- 90
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; Art Activities; *Childrens Games; Educational Games; Elementary Education; Elementary School Students; Mathematics Education; *Prereading Experience; Recreational Activities; Science Education; *Social Studies

This book provides scores of activities using inexpensive manila file folders. Designed for children in the elementary grades, each chapter proceeds from simple material to more advanced work. Selected subjects are intended to enhance the following curriculum studies and promote development in: (1) art and visual-motor activities; (2) reading; (3) mathematics; (4) science; and (5) social studies. All activities are geared for a minimum of teacher involvement and students are encouraged to work independently once they become familiar with game rules. (EH)

ED 406 271 SO 027 033

interdisciplinary, giving experiences in mathematics, geography, social studies, natural science, language arts, health and safety, and art. Reproducible student sheets are included. (MM)

ED 406 295 SO 027 242

Coyle, Laura; And Others
Developing Elementary Students' Geographic Knowledge and Application Skills through Curriculum Integration.
PUB DATE- May 96
NOTE- 54p.; Master's Action Research Project, St. Xavier University, IL.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Critical Thinking; Curriculum Development; Elementary Education; *Elementary School Students; Geographic Concepts; *Geography; *Geography Instruction; Grade 3; Grade 4; Integrated Activities; *Integrated Curriculum; Interdisciplinary Approach; *Social Studies; *Thinking Skills

This paper reports on an action research project focusing on curricular interventions for improving geographic knowledge and application skills in elementary students. The targeted population consists of third- and fourth-grade students in a middle-class community in southwest suburban Chicago. The deficiency of geographic literacy was documented through teacher-made tests, observations, and surveys. Analysis of probable cause data revealed that geographic skills were often taught in an isolated manner that lacked relevance for the students. The discipline of geography was not given adequate instructional time during the average school day. Geography was often taught with an emphasis on rote memorization skills and did not address the varied learning styles and intelligences of students. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of two major categories of intervention: integrating geography throughout the curriculum with an emphasis on literature; and the construction of lessons around the various learning styles and intelligences of students. (Author/EH)

ED 406 296 SO 027 247

Battersby, Mary Jo; And Others
Improving Student Behavior through Character Education.
PUB DATE- Apr 96
NOTE- 102p.; Master's Action Research Project, St. Xavier University, IL.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Citizen Participation; *Citizenship Education; Citizenship Responsibility; Civics; *Conflict Resolution; *Decision Making; Elementary Education; Interpersonal Communication; Problem Solving; *Social Studies; *Student Behavior; Values Education
IDENTIFIERS- *Character Education

This report describes a program for building and reinforcing character development in order to increase appropriate student-to-student and student-to-teacher behaviors. The targeted population consists of primary and intermediate elementary students in a growing middle class community in Elk Grove,

DESCRIPTORS- American Indian Culture; *Cooking Instruction; Cultural Activities; Cultural Education; Elementary Education; Food; Interdisciplinary Approach; North American Culture; *Recipes (Food); *Social History; *Social Studies; *United States History

This interdisciplinary resource presents recipes which reflect the practices of historic periods, cultural groups, and geographic regions of the United States. These are organized in 11 sections: (1) "American Indians"; (2) "The Colonial Period"; (3) "The Revolutionary War"; (4) "Westward Expansion"; (5) "The Civil War"; (6) "The Northeast"; (7) "The Mid-Atlantic States"; (8) "The Southeast"; (9) "The Midwest and Prairies"; (10) "The Southwest"; and (11) "The West." Research questions and readings link the recipes to U.S. history. Bibliographies follow each section and a culminating "Bibliography of Books about Food" is given. Appendices include "Answers to Library Links"; "Measurements"; and "Altitude Adjustments." A "Glossary of Cooking Terms"; "Index"; and "Notes about the Authors" conclude the book. (MM)

ED 406 317 SO 028 027

Smith, Debbie
Holidays & Festivals: Activities.
PUB DATE- 94
NOTE- 65p.; Contains color photographs and type that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Activities; Elementary Education; *Holidays; Instructional Materials; Interdisciplinary Approach; *Life Events; Multicultural Education; *Social Studies
IDENTIFIERS- *Seasonal Celebrations

There are many times throughout the year when change is celebrated. This elementary level, interdisciplinary resource gives background information and activities related to cross-cultural celebrations of change. Topics covered include: (1) "Charting Changes"; (2) "Special People"; (3) "Celebrating Light"; (4) "Planting and Harvesting"; and (5) "Just for Fun." Focus is upon change celebrations that are globally recognized, albeit, variously celebrated. Crafts, games, and other activities are included. Suggested reading lists, teaching hints, and data tips are given. An index concludes the text. (MM)

ED 406 318 SO 028 029

Morris, Susan
Using Portraits. A Teacher's Guide. Education on Site Series.
PUB DATE- 92
NOTE- 53p.; Document covers contain color photographs that might not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetics; *Art; *Art Criticism; *Art Education; Art History; *Critical Viewing; Elementary Secondary Education; Foreign Countries; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Social Studies; Teaching Guides;

opportunity to expand their basic observational and interview skills that are useful in the area of alternative assessment. (ND)

ED 406 336 SP 037 226

Schaerer, John W.; And Others
Teacher and Administrator Supply and Demand for the Southeast.
PUB DATE- Nov 96
NOTE- 28p.; Sponsored by the Southern Association of School, College, and University Staffing.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; Elementary Secondary Education; *Employment Opportunities; Employment Patterns; Principals; Public Schools; Public School Teachers; *School Administration; *Teacher Employment; *Teacher Supply and Demand; *Teaching (Occupation)
IDENTIFIERS- *United States (Southeast)

This publication reports on a study of the education job market in 1,667 public school systems in 11 southeastern states. Questionnaires were completed and returned by 544 public school systems, representing a 32.6 percent return rate. The questionnaire looked at 42 teaching fields and 32 administrative areas in the school year 1996-97; historical employment opportunities for teachers and administrators and opportunities for 1996-97 compared to 1995-96; the number of minority candidates; and perceptions concerning influence factors relative to teacher and administrator supply/demand at the local and state levels. Supply/demand data for teachers relative to 49 teaching areas and the 32 administrative areas are provided for each state. The data revealed that teacher supply and demand showed essentially the same configuration when comparing 1996-97 with 1995-96. The teaching fields showed greater variation in supply and demand than the administrative areas. However, individual state profiles depicted significant changes in perceptions about teaching fields and administrative areas. Mississippi appeared to have the greatest demand among the 49 teaching fields and the 32 administrative areas; Louisiana appeared to be somewhat in the same condition. Kentucky data, particularly for 1996-97, suggested employment opportunities were greater than most states regarding both teaching and administrative positions. The data are displayed in 33 figures. (ND)

ED 406 337 SP 037 228

Sparapani, Ervin F.; And Others
Portfolios: Authentically Assessing the Diversity of Instructional Practices (?).
PUB DATE- Feb 97
NOTE- 17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (77th, Washington, DC, February 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Elementary Secondary Education; Evaluation Methods; Feedback; Higher Education; *Portfolio Assessment; Portfolios (Background Materials); Preservice Teacher Education; *Student Attitudes; Student Evaluation; Student Teaching; *Teacher Attitudes; Teacher Education

Ideal and Current Teaching Theory: Analysis and Reflection.
PUB DATE- Nov 95
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Classroom Techniques; *Educational Theories; Graduate Study; Higher Education; Pharmaceutical Education; *Reflective Teaching; Student Attitudes; Teaching Assistants; *Theory Practice Relationship
IDENTIFIERS- *Instructional Theory

This action research project was undertaken to evaluate the difference between the instructional theory as espoused and as practiced by a graduate teaching assistant. The study took place in an elective pharmacy course, involving 3 class sessions and 25 students. The qualitative research methodology consisted of identifying the espoused or ideal theory using self-reflection, journaling, and dialogue with colleagues. The ideal theory identified was "practical": the instructor intended to involve students in the learning process and in the evaluation of the methodology employed. Once this ideal theory was identified, qualitative and quantitative data dealing with the instructional theory as practiced were gathered and compared with the ideal theory. Findings indicated a gap between the ideal espoused theory and the theory in practice. Several reasons, both organizational and personal, for the gap between these two theories were identified. Appendices include session evaluation forms used to collect data, written comments, and results of student evaluation for training lesson. (Contains 11 references.) (Author/ND)

ED 406 356 SP 037 247

Schulz, Renate
Interpreting Teacher Practice: Two Continuing Stories. The Practitioner Inquiry Series.
PUB DATE- 97
NOTE- 154p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Educational Research; English Teachers; Higher Education; Language Arts; Longitudinal Studies; *Narration; Participant Characteristics; *Participatory Research; Reader Text Relationship; Reading Research; Research Problems; Secondary Education; *Story Telling; Teacher Attitudes; Teacher Background; Teacher Collaboration; *Teacher Competencies; Theory Practice Relationship
IDENTIFIERS- Teacher Researcher Cooperation

This volume is a longitudinal study that explores the responses of two experienced high school English teachers to curriculum changes and examines how a teacher's past attitudes and experiences influence current practice. There are six chapters. The first is a discussion of narrative inquiry as a research method. The next two chapters are narrative accounts of the classroom practices of the two participants as observed by the researcher. This is followed by a strong response by one participant, uncomfortable with the researcher's "story." This response, in turn, brings the researcher back to discuss

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Deans; Committees; Educational Change; *Educational Cooperation; Educational Quality; Higher Education; Leadership; *Schools of Education; Self Evaluation (Groups); Strategic Planning; Universities

IDENTIFIERS- *Bradley University IL; *Reform Efforts

This document provides an example of how colleges and schools of education can lead by example through their active participation in campus-based change initiatives. The paper describes the roles which a Dean and an Associate Dean of a College of Education and Health Sciences played in university-wide strategic planning and reform efforts. Two strategic planning initiatives are highlighted, as well as one component of the North Central Accreditation process. These include the areas of curricular excellence, quality and work innovation, and assessment of student academic achievement. Finally, three principles that can guide colleges and schools of education in their efforts to lead by example through their active participation in campus-based change initiatives are suggested. These are: (1) leverage your strengths; (2) where two or more are gathered, there is politics; and (3) never promise without a plan. Four charts suitable for making overhead projection transparencies are attached. (ND)

ED 406 376 SP 037 269

Miller, Carole S., Ed.; Sakari, Mary D., Ed.

Connections '95. Proceedings of a Faculty Conference (Victoria, British Columbia, Canada, May 1995).

PUB DATE- 95

NOTE- 156p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Action Research; *College School Cooperation; Counselor Training; Educational Cooperation; Educational Research; Elementary Secondary Education; Family Programs; Foreign Countries; Higher Education; Inservice Teacher Education; *Multicultural Education; Nontraditional Education; *Partnerships in Education; Preservice Teacher Education; *School Counselors

IDENTIFIERS- British Columbia (Victoria); *Research Teaching Relationship

"Connections '95" focused on educational collaboration and change and the process of becoming a professional. Following the introduction, "Creating the Context: Connections '95" (C. Miller and M. Sakari), the 16 conference papers are presented. The papers are: (1) "Taiga and Tundra: Art and Culture in a Changing Circumpolar World" (B. Zuk and R. Dalton); (2) "The Perspective of the Other: Differences and Equality" (D. W. Stanley); (3) "Curiouser and Curiouser" (S. Taylor, A. Oberg, H. Coey, B. Levis, and T. Main); (4) "Reading a Tango: Multiple Interpretations of Text" (A. Oberg, S. Taylor, C. M. Harvey, and P. Murray); (5) "Establishing Collaborative Research within a University of Victoria Partnership Program at Okanagan University College" (V. A. Green); (6) "The Processes of Researcher-Teacher Collaboration: Reflections of a Researcher and Two Teachers in a Project for Promoting Social Integration of Children with Special Needs" (L. Dyson, R. Rothnie, and R. Dryden); (7) "A Program for the Future: Implementation of a Non-Traditional Timetable" (K. M. Black); (8) "Schools and Family Resource Centres" (M. M. Mayfield); (9) "Ownership of Learning

Success; Two Year Colleges
IDENTIFIERS- Orange Coast College CA

In response to low completion rates in a calculus course for a biology, management, and social sciences program at California's Orange Coast College (OCC), a project was undertaken to develop a revised course outline for the college's pre-calculus course to better prepare students for success in calculus. Specifically, the project sought to determine appropriate topics for the outline and the most effective sequence of topics. To gather information for the new outline, a literature review was undertaken and outlines from pre-calculus courses at five local community colleges were analyzed. Once the new outline was developed, a summative review was performed to determine appropriateness. The results suggested that the revised outline needed to include the following sequence of topics: a review of intermediate algebra, rational functions, systems of equations, binomial theorem, sequences and series, logarithmic/exponential functions, and probability, with matrices included as an optional topic. It was recommended that OCC's Mathematics Department adopt the revised course outline, evaluate it shortly after implementation, and track the success rate in calculus of students who complete the pre-calculus course under the outline. Contains 35 references. Appendixes provide descriptions of faculty members involved in the formation and evaluation of the new outline, criteria used, and the revised outline. (HAA)

ED 405 923 JC 970 240

Arismendi-Pardi, E. J.
Development of a Handbook for Department Chairpersons at Orange Coast College.
PUB DATE- Jan 97
NOTE- 72p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Administrator Guides; Administrator Responsibility; Community Colleges; *Department Heads; *Faculty Handbooks; Job Skills; *Occupational Information; Program Implementation; Two Year Colleges
IDENTIFIERS- Orange Coast College CA

A project was undertaken at California's Orange Coast College (OCC) to develop a handbook that would delineate the duties and responsibilities of department chairs at the college. To determine the appropriate design elements and content of the handbook, the relevant literature was reviewed, formative criteria were established and validated, and current administrative handbooks from all the colleges in Orange County were analyzed. Once the handbook was developed, a summative review of the final product was conducted. Results suggested that the handbook needed to include essential information for chairs to adequately and ethically perform the duties and responsibilities of their positions, and that, to be effective, it must be practical and specific. It was also concluded that a handbook must be developed with the audience in mind to ensure that it is written at a level targeted for the primary audience. Recommendations for implementing the new handbook at OCC included the following: (1) it should be presented to the college for adoption; (2) it should be forwarded to the all the colleges in Orange County; (3) it should be reviewed, updated, and revised annually; and (4) the annual update should include input from department chairpersons who use the handbook.

Using Action Research To Inform Curriculum Deliberation in an Early Childhood Education Teacher Education Program.
PUB DATE- Oct 96
NOTE- 25p.; Paper presented at the Annual Conference of the Mid-Western Educational Research Association (Chicago, IL, October 2-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Community Colleges; *Curriculum Development; *Curriculum Research; Early Childhood Education; Focus Groups; Participative Decision Making; *Teacher Education Curriculum; Two Year Colleges
IDENTIFIERS- *DACUM Process; Sinclair Community College OH

An action research project was conducted at Ohio's Sinclair Community College to review and revise the early childhood teacher education curriculum. First, a modified Developing a Curriculum (DACUM) process was undertaken. Over 800 tasks from 8 validated task lists obtained from early childhood education (ECE) programs at other community colleges were categorized and synthesized into a DACUM chart of 133 tasks. Focus group interviews were then held with the college's ECE Program Advisory Committee, program graduates, student teaching site representatives, and representatives from community child care programs to validate the synthesized DACUM chart. Focus group participants also completed questionnaires requesting them to identify tasks that ECE graduates should be able to perform, rate the importance of the task in the profession, and determine the frequency with which the task is performed. The quantitative findings from the questionnaire and the qualitative findings from the focus groups were then analyzed and compiled into a database, used to inform the ECE faculty's deliberations and help them reach consensus on curriculum revisions. Contains 24 references. Appendixes provide addresses of DACUM-related organizations, instructions for completing the focus group questionnaire, and the synthesized DACUM chart. (HAA)

ED 405 942 JC 970 265

Washington Community and Technical Colleges Fall Enrollment & Staffing Report, 1996.
PUB DATE- 96
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; Community Colleges; Educational Finance; *Enrollment; *Enrollment Trends; School Demography; *State Aid; *Student Characteristics; Student Educational Objectives; Technical Institutes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Washington Community and Technical Colleges

A statistical overview is provided of trends in enrollment, student characteristics, and staffing in Washington's community and technical colleges as of fall 1996. The report first examines patterns of enrollment by funding source for full-time equivalent students (FTEs) and other students from 1992 to 1996; student purpose of attendance, full- and part-time status, and planned length of attendance for 1993 to 1996; and the impact of tuition waivers from 192 to 1996. Next, the

PUB DATE- Oct 96
NOTE- 14p.; Paper presented at the Annual Conference and Exhibit of the National Middle School Association (23rd, Baltimore, MD, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Processes; Cognitive Psychology; *Cognitive Style; Curriculum; Elementary Secondary Education; Learning Experience; Learning Processes; Learning Strategies; *Metacognition; Teaching Models
IDENTIFIERS- Cognitive Models; Cognitive Preference; Jung (Carl G)

The brain's architecture serves as the basic model for theorizing about how the brain works. Current brain research confirms earlier suspicions that thoughtfulness has a great deal more complexity than the simplistic left/right distinctions of earlier research. This paper draws on the work of Carl Jung to propose the brain-psyche model as an interpretive tool to improve instruction. Curriculum goals based on this model (which delineates the intuitive-thinking, intuitive-feeling, sensing-thinking, and sensing-feeling learning styles) are provided. These include understanding critical thinking, hypothesizing, and concept development; and synthesis creativity, valuing, problem solving, and aesthetic judgment. The paper also presents some metacognitive principles for learning, including: (1) the brain is a quadrilateral performer and effective learning occurs when the student is challenged to respond on all levels; (2) learning involves the entire psyche, of which the body is a part; (3) learning content that has "meaning" requires the learner's verbalization; (4) learning academic content requires that the brain be simultaneously relaxed yet alert; (5) learning for recall requires patterning; (6) learning requires conscious self-management; (7) learning requires dealing with resistance; (8) learning is its own reward; (9) learning begins with the recognition of affect; (10) metacognitive capacity begins with self-knowing; and (11) learning is for the sake of self-discovery. (Contains 27 references.) (WJC)

ED 405 961 PS 025 086

Miller, Beth M.; And Others
"I Wish Kids Didn't Watch So Much TV": Out-of-School Time in Three Low Income Communities. School-Age Child Care Project.
PUB DATE- 96
NOTE- 92p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *After School Programs; Child Caregivers; Community Resources; *Day Care; Elementary Education; Employed Women; Latchkey Children; *Leisure Time; Low Income Groups; Mothers; Parent Attitudes; Parent Child Relationship; *School Age Day Care; Television Viewing; Young Children
IDENTIFIERS- Project Head Start; Self Care; Sibling Care

Research suggests that how children spend their out-of-school hours can significantly affect their social development and school success. The Out-of-School Time Study, conducted by the School-Age Child Care Project at the Wellesley College Center for Research on Women, investigated how young low-income

Ethics; Foreign Countries; Individual Development; Parent School Relationship; Preschool Curriculum; *Professional Development; Professional Education; *Professional Training; Staff Development
IDENTIFIERS- Australia; Parent Caregiver Relationship

This book is intended to provide early childhood staff members with an understanding and appreciation of the constraints and possibilities of child care settings, and to discuss the knowledge and skills that are needed to be effective professionals. Through short scenarios extracted from the work diaries of Australian early childhood staff, the book explores the themes that emerge from working with young children. The first section introduces the book and provides a chapter in which people working in early childhood settings share their days through excerpts from their work diaries. The second section of the book deals with the similarities among settings--the recurrent themes that emerge in the diaries in the areas of children, families, staff, curriculum, and the child care environment. Each of these similarities highlights aspects that staff need to be aware of, and each chapter is structured with "thinking points" and "challenges" for readers to consider. The third section considers the differences among the settings--in particular the characteristics and institutional constraints associated with day care centers, preschools, and the first years of school. The fourth section extends the discussion to professional development, ethical dilemmas that face early childhood workers, and the issues concerning the future of this field. (SD)

ED 405 980 PS 025 167

Gregory, Robin; And Others
Gender Differences in Laterality, Socialization, and Educational Attainment in Fourth Grade Students.
PUB DATE- 9 Nov 96
NOTE- 16p.; Paper presented at the Meeting of the Kentucky Psychological Association (November 9, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Children; Discriminant Analysis; English; Grade 4; Intermediate Grades; *Lateral Dominance; Mathematics Achievement; Parent Influence; *Predictor Variables; Regression (Statistics); *Sex Differences; Socialization; Teacher Attitudes; Teacher Influence
IDENTIFIERS- Lateral Preference

This study examined gender differences in laterality, socialization, and educational achievement in fourth graders and determined which characteristics predicted mathematical and language achievement. The participants were four fourth grade classes comprised of 32 boys and 45 girls at an elementary school in a small rural town. Measures used were three project-constructed questionnaires--the Student Self-Analysis of Socialization (SSAS), Parent Self-Analysis of Socialization (PSAS), and Teacher Self-Analysis of Socialization (TSAS); a Problem Solving Questions (PSQ) measure; the Laterality Survey; and numerical English and mathematics grades at the end of the school year. Discriminant analysis resulted in a highly significant model, with 87 percent of the children correctly classified. Those variables which best discriminated between boys and girls were their English grades, performance on stereotypic female problem-solving tasks, the gender of the parent who cares for the sick child, and scores on the Student by Benjamin Franklin regarding the pressures placed on left-handers. Contains 22 references. (KDFB)

ED 405 997 PS 025 202

MacBain, Dawn E.
Intergenerational Education Programs. Fastback 402.
PUB DATE- 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Elementary Schools; *Intergenerational Programs; Junior High Schools; *Middle Schools; Older Adults; Program Descriptions; Program Design; Program Development
IDENTIFIERS- Intergenerational Perception; Intergenerational Relationship

Recognizing the need for opportunities for children to interact meaningfully with older adults, this fastback discusses the organization and implementation of intergenerational programs in elementary and middle schools. It begins with a description of effective programs, focusing on the impact of two programs on students and older adults. The Tremont Nursing Care Center and Pine Grove Area Middle School collaboration incorporates student visits to the nursing home for holidays, social gatherings, and joint activities. The Marlborough Elementary School in Pennsylvania brings in senior citizens who volunteer to work with children during the school day. Both students and older adults have indicated that there are positive effects of these programs and that they look forward to joint activities. The second part of the publication describes steps in developing an intergenerational program, including site selection, insurance, finding and selecting volunteers, program orientation, ongoing participant contact, and maintaining the program. Documents useful in planning, developing, organizing, and maintaining an effective program are outlined, including a program planning guide, program information sheet, volunteer questionnaire, activity guide, activity record, activity evaluation, and program evaluation checklist. Included in the publication is a list of books about volunteering and intergenerational activities which is grouped by age or grade level. The publication concludes with a list of resource addresses. (KDFB)

ED 405 998 PS 025 206

Dalla, Rochelle L.; Gamble, Wendy C.
Native American Navajo Teenage Parenting Women, Cross-Generational Support and Implications for Policy.
PUB DATE- Nov 96
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Kansas City, MO, November 7-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Adult Children; Births to Single Women; Child Rearing; *Early Parenthood; *Grandparents;

children's insecurity in the teacher-child relationship; and (2) regulatable quality and high quality teacher-child interaction. (Contains 21 references.) (KDFB)

ED 406 015   PS 025 233

Clawson, Mellisa A.
Children's Day Care Experiences: Differences by Age, Gender, and Type of Program.
PUB DATE- Apr 97
NOTE- 20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997). For a related paper, see PS 025 232.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Caregiver Child Relationship; Child Caregivers; Class Size; Comparative Analysis; Day Care; *Day Care Centers; Interviews; *Nonprofit Organizations; Observation; *Preschool Children; Preschool Education; *Sex Differences; Teacher Qualifications; Teacher Student Ratio; Teacher Student Relationship
IDENTIFIERS- *Day Care Quality

This study examined how children's experience of regulatable quality and teacher-child interaction differs between nonprofit and for-profit day care settings. Gender and age differences in children's day care experiences were also explored. Assessments of regulatable quality and teacher-child interaction were conducted in three for-profit and two nonprofit centers serving, respectively, 122 and 72 children age 36 to 71 months. Data collection included classroom observations and teacher interviews. Regulatable quality variables included teacher-child ratio, class size, and teacher qualifications. Teacher-child interaction was assessed with respect to rate, content, and affective tone. Results indicated that: (1) older children experienced day care environments of higher quality in terms of both regulatable features and teacher-child interaction; (2) boys' environments were less optimal than girls' with respect to teacher-child interaction; and (3) nonprofit centers had higher levels of regulatable quality and positive, meaningful teacher-child interactions compared to for-profit centers. (Contains 24 references.) (Author/KDFB)

ED 406 016   PS 025 237

O'Connor, Mary J.
Maternal Personality Characteristics on the MMPI and Infant Attachment.
PUB DATE- Apr 97
NOTE- 4p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attachment Behavior; Depression (Psychology); Extraversion Introversion; *Infants; *Mothers; Parent Child Relationship; *Personality; *Personality Traits
IDENTIFIERS- Security of Attachment

This study examined the relationship between maternal personality factors, as measured by the Minnesota Multiphasic Personality Inventory (MMPI) and the development of the attachment

ED 406 032 PS 025 256

Cullen, Joy; St. George, Alison
Scripts for Learning: Reflecting Dynamics of Classroom Life.
PUB DATE- 96
NOTE- 11p.; In: Australian Research in Early Childhood Education. Volume 1, 1996; see PS 025 254.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Interviews; Longitudinal Studies; Metacognition; Peer Relationship; Primary Education; *School Culture; *Student Adjustment; Student Attitudes; Young Children
IDENTIFIERS- Routine Events; Scaffolding; *Scripts (Knowledge Structures)

This study used a longitudinal qualitative approach to study children's acquisition of scripts for school learning in New Zealand. Participating in the study were four boys and four girls, 5 years of age. Children were observed in regular class activities in their first term in a new entrant classroom and 1 year later. Informal and semi-structured interviews were conducted to elicit children's perceptions of learning tasks. The theoretical constructs of scripts, metacognition, and peer scaffolding provided the theoretical framework for the data reduction process. Results indicated that school beginners viewed learning in terms of procedural matters and classroom routines. While the children's focus on procedures seemed to limit their awareness of learning, it did appear to facilitate their attempt to give and receive scaffolding. There was little awareness of the self as learner, and learning as a concept was largely associated with the teacher. In their second year, children's perceptions of learning reflected changes in classroom dynamics and teaching styles and a greater awareness of learning content and strategies. The findings suggested that children look for patterns in school and construct scripts for school learning which reflect the changing dynamics of classrooms, and that peer interactions provide opportunities for developing relationships which support emergent forms of scaffolding, including metacognitive assistance to peers. Results suggested that teaching practices need to support the construction of scripts for learning and not simply scripts for routines and procedures. (Contains 25 references.) (KDFB)

ED 406 033 PS 025 257

Dockett, Sue; Tegel, Kim
Identifying Dilemmas for Early Childhood Educators.
PUB DATE- 96
NOTE- 10p.; In: Australian Research in Early Childhood Education. Volume 1, 1996; see PS 025 254.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Curriculum Development; Foreign Countries; Higher Education; *Preservice Teacher Education; *Reflective Teaching; Teacher Education; *Teacher Education Curriculum; Teacher Education Programs; *Teaching Experience
IDENTIFIERS- Dilemma Discussion Approach; *University of Western Sydney Macarthur (Australia)

This paper outlines situation-based learning as used within the Bachelor of Teaching (Early Childhood) program at the

the DMS were also classified into two focus categories: adolescent-centered, which related directly to the adolescent, and family-centered, which related to other family members or the family as a whole. Participants were 111 ninth graders and their mothers. They were primarily white and from an upper middle class background. Generally, adolescents and their mothers perceived the adolescents to have differential influence based on domain of family life. Both adolescents and their mothers also perceived the adolescents to have higher levels of control over adolescent-centered items such as school-related activities than over family-centered items such as finances and conservation. (Contains 19 references.) (Author/EV)

ED 406 051 PS 025 295

Mulligan, Vicki
Inclusive Child Care: An Ethical Perspective.
PUB DATE- 12 Apr 97
NOTE- 12p.; Paper presented at the Annual International Conference of the Association for Childhood Education (Portland, OR, April 12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *Acquired Immune Deficiency Syndrome; Admission (School); Admission Criteria; Child Health; Codes of Ethics; Day Care; *Day Care Centers; Decision Making; Disease Control; Early Childhood Education; *Ethics; *Inclusive Schools; Mainstreaming; *Moral Values; *Special Needs Students

An inclusive childcare program is a program that is committed to individually appropriate practice, accepting children regardless of their developmental profiles, strengths, or competencies. This conference paper addresses the problem that although inclusive programs are now commonplace, professional childcare providers are still unsure about the limits to inclusiveness, especially in the cases of children who are Human Immuno-Deficiency Virus (HIV)-positive. The paper argues that child care facilities must face the issue of children with HIV, clarify their positions, and create policies regarding the care of children with HIV. The paper presents a scenario of a childcare facility director faced for the first time with accepting a child who is HIV-positive. Through the case study the paper argues that this problem is within the ethical domain and that relevant ethical principles must be considered in making the admission decision. Every effort to make ethically defensible decisions is critical because childcare providers will be held accountable, decisions impact on the community, and decisions reveal personal character traits. The paper further argues that using a framework for this decision, and others, allows directors to make decisions less difficult and to become better able to explain their decisions, and assists in resolving negative reactions. Includes a list of sources for information on HIV. (SD)

ED 406 052 PS 025 296

Seng, SeokHoon
Using Mediated Learning Experiences To Enhance Children's Thinking.

related to creating and analyzing an experience; integrating experience with analysis; teaching, practicing, and personalizing the concept; analyzing personal application; and celebrating knowledge gained. (LP)

ED 406 069 RC 019 506

MCN Clinial Supplement, January/February 1994.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- Jan 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Battered Women; *Educational Needs; Elementary Secondary Education; *Family Violence; Females; Health Education; Hispanic Americans; *Medical Evaluation; *Migrant Health Services; Migrants; *Physician Patient Relationship; Physicians; Prevention

This journal supplement developed by the Migrant Clinicans Network (MCN) contains three articles related to domestic violence in the migrant population. "Domestic Violence Tips for Clinicians" suggests what to include in the patient's medical record, recommends routine screening, and offers guidelines for interviewing. It also lists what to look for in possible abuse cases, and suggests other ways to help combat domestic violence. In "Sylvia's Story," a migrant survivor of domestic violence describes the abuse she endured for 32 years, her experience in the Camp Health Aide Program, and her work with other abused farmworker women. "Recommendations for Addressing Domestic Violence within the Migrant and Seasonal Farmworker Population" (Michael Koroscik and Rachel Rodriguez) summarizes recommendations resulting from domestic violence workshops and focus groups held in conjunction with the Western, Midwestern, and Eastern Stream Forums. Participants discussed stream-specific family violence service delivery issues, as well as specific identification and intervention techniques. Recommendations included development of support groups for migrant farmworker women and education and information programs on domestic violence for women, men, migrant health staff, and preadolescent girls and boys. The issue includes a camera-ready Domestic Violence Assessment Form in English and Spanish. (KS)

ED 406 070 RC 019 513

Wilderness Medicine Newsletter, 1993.
PUB DATE- 93
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accident Prevention; *Diseases; *First Aid; Higher Education; *Injuries; *Medical Services; Medicine; *Outdoor Activities; Rescue; Risk; Safety; Training; *Wilderness

This volume of a newsletter focused on the treatment and prevention of medical emergencies in the wilderness contains all six issues for the year 1993. Issues include feature articles, book reviews, product reviews, letters to the editor, notices of upcoming wilderness conferences and training courses, additional resources, and general information relevant to medical services and outdoor activities. Feature articles cover the treatment of anaphylaxis (shock); use of helicopters

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Policy; Educational Principles; Educational Technology; Educational Trends; Elementary Secondary Education; *Futures (of Society); Higher Education; *Inclusive Schools; Individualized Instruction; Mainstreaming; Professional Development; *Regular and Special Education Relationship; *Special Education; Teacher Education

Education in general and special education in particular are undergoing rapid and dramatic changes, and a number of current trends offer implications for future policy and practice. It is becoming clear that principles of special education are shaping the future of all education. As schools become more inclusive, attention is focused on accommodating student diversity, emphasizing the role of the learner in creating knowledge, and supporting individualized instruction and assessment. Early education is increasing, with the major goal of preventing learning problems. As regular and special education merge, individualized programs and cooperative practices are becoming available to all students. As school structures change, so too will preservice and inservice programs that prepare educational personnel. Emerging trends in professional education include integrated interdisciplinary models for joint preparation of regular and special educators, social workers, therapists, and other personnel; innovative delivery systems such as field-based models, distance education, and alternative certification; and evolving national standards to promote consistency in training and licensing across states. Technological advances have particular significance for special needs students, especially in the areas of assistive devices, multimedia instruction, and distance education. Changes in practice will lead to changes in educational policy on a broad scale. The inclusion movement will lead to a unified educational system that provides special services to every child based on identified needs. Early intervention and high school transitional services will become commonplace. Contains 24 references. (SV)

ED 406 087 RC 020 988

Keefe, Barbara; Stockford, David
ATM: Restructing Learning for Deaf Students.
PUB DATE- Mar 97
NOTE- 5p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Sign Language; *Deafness; *Distance Education; High Schools; Networks; Pilot Projects; Rural Education; *Special Education; *Telecommunications
IDENTIFIERS- *Asynchronous Transfer Mode; Governor Baxter School for the Deaf ME; *Maine

Governor Baxter School for the Deaf is one of six Maine pilot sites chosen by NYNEX to showcase asynchronous transfer mode (ATM) technology. ATM is a network connection that allows high bandwidth transmission of data, voice, and video. Its high speed capability allows for high quality two-way full-motion of implementing inclusion generated significantly different kinds and intensities of concerns among superintendents. Superintendents did not perceive themselves as facilitators of inclusion implementation but rather, as playing a significant role in planning and oversight. (LP)

ED 406 103 RC 021 004

Butera, Gretchen; And Others
IEPS, Students with Behavior Problems and School Discipline Policies: A Collision Course.
PUB DATE- Mar 97
NOTE- 7p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Behavior Problems; Disabilities; *Discipline; Discipline Policy; *Educational Practices; Elementary Secondary Education; Family Involvement; *Individualized Education Programs; Intervention; Regular and Special Education Relationship; School Policy; *Special Education; Special Education Teachers; Student Rights; *Teacher Attitudes; Teacher Role
IDENTIFIERS- *West Virginia

This paper reports on the perceptions of West Virginia teachers and administrators regarding the effectiveness of individual education plans (IEPs) in guiding discipline decisions for students with disabilities. Telephone interviews were conducted with 141 regular and special education teachers and administrators in all 55 West Virginia counties. Results indicate that IEPs often address academic rather than social, emotional, or behavioral needs, and the use of the IEP process to guide discipline procedures is seen as time-consuming and cumbersome. Consequently, students with disabilities often receive the same instructional programming and discipline procedures as regular education students. In addition, the frequent use of suspension and homebound instruction only serves to remove students with emotional and behavioral disorders from the environment in which they can learn appropriate social skills. The following recommendations are offered for improving the use of the IEP process in student disciplinary action: (1) training preservice and inservice teachers in using IEPs to guide discipline decisions; (2) identifying behavioral interventions and discipline procedures that incorporate proactive social skills; (3) keeping regular classroom teachers informed of behavioral interventions outlined in IEPs in order that social skills instruction can be incorporated into the regular classroom; (4) actively involving parents and students in IEP development; (5) adopting a proactive stance with regard to the needs of students at risk of school failure; and (6) assuring that student rights are protected by determining the relationship between disability and misbehavior. (LP)

ED 406 104 RC 021 005

Rude, Harvey; And Others
Recruitment and Retention Problems in Paradise? Lessons from the Northern Mariana Islands.
PUB DATE- Mar 97
NOTE- 8p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.

ED 406 120 RC 021 021

Ratcliff, Ellen
Triple Jeopardy: Disabled, At-Risk, and Living in a Rural Community.
PUB DATE- Mar 97
NOTE- 9p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Disabilities; Elementary Secondary Education; Higher Education; *High Risk Students; Intervention; *Learning Modules; Parent School Relationship; *Rural Education; *Special Education; *Special Education Teachers; Student Characteristics; *Teacher Education
IDENTIFIERS- Louisiana

A learning module that focuses on problems of at-risk rural students with disabilities was developed for preservice special education teachers at the undergraduate and graduate levels. The module focuses on (1) definitions of "at risk" on the federal and state level; (2) the characteristics associated with at-risk rural special education students, emphasizing child abuse and neglect, depression, suicide attempts, and school dropout; (3) problems associated with teaching these students, including sparse population, lack of transportation, and inadequate social services; (4) federal, state, and local agencies that provide assistance for these students and their families; (5) methods that develop positive parent-professional partnerships, including recognition of parents' strengths and needs and the establishment of communication lines between school and home; (6) academic intervention strategies such as direct instruction, cooperative learning, and peer tutoring; and (7) interdisciplinary intervention approaches utilizing the team efforts of professionals, parents, and rural community members. Over the past 3 years, 781 undergraduate and graduate students have participated in the at-risk module. Graduate students received a more extensive module than undergraduate students. Evaluation responses indicated that participants would use the content and materials, that more time should be provided for module presentation, and that more information concerning at-risk students is desired. Contains 25 references. (TD)

ED 406 121 RC 021 022

Cutbirth, Denise; Benge, Beverly
Using Q Methodological Studies To Investigate Attitudes of Educators and of Students with Disabilities toward Inclusion.
PUB DATE- Mar 97
NOTE- 8p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Disabilities; *Educational Attitudes; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; Q Methodology; Regular and Special Education Relationship; Rural Schools; *Special Education; *Student Attitudes; Student Surveys; *Teacher Attitudes
IDENTIFIERS- Teacher Surveys

Two Q-sort surveys examined perceptions about inclusive

This document presents activities in the physical sciences. Activities are grouped in the following chapters: (1) "Science and Measurement"; (2) "Measurement Units"; (3) "Introduction to Chemistry"; (4) "The Periodic Table"; (5) "What is Inside an Atom?"; (6) "Bonding"; (7) "Formulas and Equations"; (8) "The Bursting Atom"; (9) "Relationships between Changes"; (10) "Per Problem Solving Made Easy"; (11) "Density, Speed, and Acceleration"; (12) "The Proportional Relationship"; (13) "Force"; (14) "Gravity"; (15) "Work and Machines"; and (16) "Energy and Heat." (JRH)

ED 406 141 SE 059 437

Anderson, Carolyn; Haller, Jackie
Brain Stretchers, Book 1.
PUB DATE- 75
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; Educational Games; Educational Strategies; Elementary Secondary Education; Enrichment Activities; Interdisciplinary Approach; *Learning Activities; *Mathematical Logic; Mathematics Instruction; Motivation; Pattern Recognition; *Problem Solving; Puzzles
IDENTIFIERS- *Mathematics Activities

This collection of activities is designed to help students develop critical thinking skills. The activities are non-graded and can be used from upper elementary to high school. Reading levels vary from no reading required to very little reading required and can be used effectively with students who are poor readers, bilingual, or at a special education level. These brain stretchers are effective tools that can be used to assist teachers in the individualization process, encourage independent work, foster motivation, and provide enrichment. The activities are organized in three sections: (1) Patterns; (2) Logic; and (3) Puzzles. Seven stretchers are provided in the pattern recognition section and use topics such as number sequences and magic squares. The logic section provides six activities that involve number and word concepts. The puzzle section includes seven geometric, maze, and line puzzles. Answer keys are included. (DDR)

ED 406 142 SE 059 438

Anderson, Carolyn; Haller, Jackie
Brain Stretchers, Book 2.
PUB DATE- 77
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; Educational Games; Educational Strategies; Elementary Secondary Education; Enrichment Activities; Interdisciplinary Approach; *Learning Activities; *Mathematical Logic; Mathematics Instruction; Motivation; Pattern Recognition; *Problem Solving; Puzzles
IDENTIFIERS- Mathematics Activities

This collection of activities is designed to help students develop critical thinking skills. The activities are non-graded and can be used from upper elementary to high school. The reading levels vary from no reading required to very little interviews, field notes taken during participant observation, and analysis of group materials and other documents. Suggestions for solving some of the dilemmas are provided that include providing women and girls with contexts to meet together, speak, and make decisions within multiple contexts such as local science programs, the everyday school and work environment, and national decision-making structures. Contains 28 references. (PVD)

ED 406 161 SE 059 822

Greenwood, Anita; Scribner-MacLean, Michelle
Examining Elementary Teachers' Explanations of Their Science Content Knowledge.
PUB DATE- 24 Mar 97
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Earth Science; Educational Change; Educational Innovation; Elementary Education; Environmental Education; Interdisciplinary Approach; *Knowledge Base for Teaching; *Misconceptions; Physical Sciences; Preservice Teacher Education; Professional Development; *Science Teachers; *Standards; *Teacher Attitudes; Teacher Education
IDENTIFIERS- Massachusetts; National Science Foundation

This paper examines the development of science content knowledge of elementary teachers (N=25) as a result of participating in a summer science Institute funded by the Massachusetts Department of Education and the National Science Foundation. The institute was designed to integrate the physical, life, and earth sciences by addressing the National Science Education Standards (NSES) K-4 and 5-8 content standards related to light. The goals of this research were to discover what teachers with little or no formal science education know about light and vision, explore if and how teachers' understanding of these topics changed during the course of the institute as a result of the pedagogy employed, and probe teachers' understanding of light and vision 2 months after the completion of the institute. Questions raised by this research pertain to whether or not elementary science should be handled by science specialists rather than poorly trained teachers, and whether the focus of elementary science education should be on helping students to become wonderers and explorers of science rather than emphasizing specific content. Contains 14 references. (DDR)

ED 406 162 SE 059 823

Hammrich, Penn, L.
Teaching for Excellence in K-8 Science Education: Using Project 2061 Benchmarks for More Effective Science Instruction.
PUB DATE- 23 Mar 97
NOTE- 30p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 23, 1997). See SE 059 599 for previous version of this paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

school and on Saturdays such as libraries and community centers. This book begins with an overview of VINE Programs and covers such topics as "Starting with a Think Tank"; "Conducting a Needs Assessment"; "Designing the Project and Defining the Objectives"; "Selecting Appropriate Learning Activities"; "Selecting Pilot Test Sites and Gaining Their Participation"; "Recruiting and Training Volunteers"; "Assembling Materials and Supplies"; "Conducting the Pilot Test and Evaluating the Results"; "Expanding the Project to Reach More Children"; "Getting Financial Backing"; and "Establishing a Fee Structure." The Program-Planning Appendix contains instructions for program-planning workshops and sample materials. Other appendices include sample budgets and forms, and suggestions for materials preparation and kits. (PVD)

ED 406 181   SE 059 852

Marcinkowski, Tom, Ed.; Mrazek, Rick, Ed.
Research in Environmental Education 1981-1990.
PUB DATE- Apr 96
NOTE- 421p.; A publication of the North American Commission for Environmental Education Research.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Abstracts; *Educational Research; *Environmental Education; Higher Education; Reference Materials; Research Tools

This publication abstracts periodicals between 1981 and 1990 and identifies dissertation research reported between 1971 and 1990 as a tool for professors, graduate students, and other professionals with environmental education research interests. This publication was designed to allow users to locate citations and abstracts relevant to their interests in environmental education quickly and easily. There is a major division between periodical literature abstracts and dissertation abstracts. Each of these has an introduction to the abstracts and an identification of the descriptors which have been used in their cataloguing. The periodical literature abstracts (1981-1990), which are numbered 001-211, are followed by an index for the periodical literature according to author and descriptor. The dissertation abstracts are separated into two groups, one covering the period 1971-1980, numbered 212-522, and the dissertation abstracts for 1981-1990, numbered 523-829. Each period is followed by a dissertation abstract descriptor index for that period. The dissertation abstracts 1981-1990 are also followed by the dissertation abstract author index for the complete period 1971-1990. Includes definitions and operating procedures for the abstracting projects. (PVD)

ED 406 182   SE 059 854

Smith-Sebasto, Nicholas J., Ed.
Recent Graduate Works and Graduate Programs in Environmental Communication and Environmental Education. Volume XIV.
PUB DATE- Jan 96
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Research; Educational Resources; Elementary Secondary Education; *Environmental Education; Higher Education; Nonformal Education; *Program Development; Teacher Education

Curriculum; *Science Instruction; Standards; Statistical Data
IDENTIFIERS- Educational Testing Service; National Assessment of Educational Progress

This interpretive overview of the "Science Report Card" provides a description of the ways in which science can empower and enrich the lives of students. This booklet also contains: (1) statistics which provide a picture of the state of science learning in the United States; (2) specific data that help provide a sense of the status of science learning for at-risk populations; (3) assessment of students' access to the opportunity to learn science; (4) discussion of the relationship between the amount of science instruction and proficiency in science; (5) explanation of science learning in the spirit of science; and (6) discussion of the discrepancy between the picture provided by the data of science learning and the model of science learning based both on research and effective practice. Data for this report were obtained from the National Assessment of Educational Progress (NAEP). (DDR)

ED 406 204 SE 059 919

Kestner, Michael; And Others
Geometry Strategies, Grades 6-8.
PUB DATE- 97
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Geometry; Intermediate Grades; Junior High Schools; Mathematics; Measurement; Middle Schools; Models; Problem Solving; Thinking Skills
IDENTIFIERS- *Mathematics Activities

This document contains informal geometry explorations that provide students with opportunities to investigate the environment from a geometric perspective, construct connections between related mathematics and other content areas, and solve problems in a geometric context. The activities provide experiences that develop curiosity, understanding, and problem solving skills. Activities, exploration, and experimentation include: (1) translating ideas into mathematical language and symbols; (2) learning to make reasonable estimates; (3) developing independence in solving meaningful problems; (4) developing measurement skills; (5) constructing and interpreting tables, charts, and graphs; and (6) examining notions of elementary probability and statistics. (JRH)

ED 406 205 SE 059 920

Caison, Becky; And Others
Resources for Algebra.
PUB DATE- 97
NOTE- 365p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Elementary Secondary Education; Learning Activities; Mathematics; Problem Solving
IDENTIFIERS- *Mathematics Activities

This document presents ideas and activities for teaching algebra. The section on "Week by Week Essentials" provides seven resources in a weekly format. It includes writing ideas that provide an algebra prompt and requires students to organize

ED 406 226 SE 059 977

Hinton, Juliana G.
Administrative Impediments to Reform and Curricular Change in Science/Mathematics for Preservice Teachers.
PUB DATE- 24 Jan 97
NOTE- 12p.; Paper presented at the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Educational Change; Educational Planning; Elementary Education; Elementary School Teachers; Higher Education; Mathematics Education; *Preservice Teacher Education; *Science Education; Standards; *Teacher Administrator Relationship; *Teacher Attitudes
IDENTIFIERS- Louisiana; *Preservice Teachers

The Louisiana Collaborative for Excellence in the Preparation of Teachers (LaCEPT) was formed to respond to the National Science Foundation (NSF) proposal to implement changes to improve teacher preparation in science and mathematics. The program was designed to encourage improvement in curriculum and instruction in science and mathematics for preservice teachers by making funds available. This paper focuses on one university and examines factors influencing educational reform. Two departments in the process of making changes were analyzed. Areas examined exemplify possible impediments to systemic change such as administrative leadership, financial support, planning, and dynamic faculty dedicated to change. Data were developed using several data collection strategies. Structured interviews with deans, department chairs, faculty, and students were conducted. Committee meetings and faculty meetings were observed. Interviews were conducted during the planning stage and again during the implementation process. Interviewees were those directly concerned with the implementation of reforms. The key to systemic reform centered on administration, from the department chairman to the president. The talent, dedication, and successful teaching of a few faculty were insufficient for implementing systemic reform. Dynamic faculty are necessary, but administrative leadership, planning, and incentives must be present for the entire faculty to adopt change. Contains 14 references. (PVD)

ED 406 227 SE 059 989

Review of Instructional Materials for Middle School Science.
PUB DATE- Feb 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Resources; Educational Strategies; *Instructional Materials; Intermediate Grades; Junior High Schools; *Middle Schools; *Science Curriculum
IDENTIFIERS- National Science Foundation

In 1996 the National Science Foundation undertook a review of comprehensive curriculum projects in middle school science. The purpose of this document is to highlight the framework for the review developed to examine the middle school materials and the results of the panel's findings. Findings indicate that 13 of the 19 projects examined had panel ratings of three or higher on the 1-5 point scale of the Inverness Research Framework for Review, with 1 as "low" and 5 as "high" on overall quality.

study of Haiti by eighth grade, social studies students. Background information on Haiti's geography, population, economy, culture, and history is provided. Ideas for three lesson plans on Haiti include the iron market in Haiti, Haitian history, and the role of voodoo in Haitian culture. Each lesson has a stated goal, knowledge/skills utilized, objectives, instructional activities, and assessment. Contains 10 references. (DB)

ED 406 248 SO 023 427

Kazi, Aftab A.
Education, Ethnicity, and Political Socialization in Pakistan.
PUB DATE- Aug 86
NOTE- 14p.; Revised version of ED 232 990.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Differences; Developing Nations; Economic Development; *Educational Policy; *Ethnicity; Foreign Countries; Nationalism; *Political Socialization; *Role of Education; Social Change
IDENTIFIERS- *Pakistan

This paper addresses the correlation between educational policies and political conditions as an indicator of socialization in the nation and state building process in Pakistan. Because of the discrepancies between official statements and the level of ethnic conflict, this study seeks to analyze the standard national social studies curriculum for its proportionate representation of diverse Pakistani nationalities, as a concrete indicator to access the socialization process and inequality controversy in that society. The rationale for the national curriculum analysis is that it not only allows for examination of the inequalities of the educational policy, but also could shed light on the existence of inequalities in other socio-economic and political policy areas. This framework analyzes political socialization by considering integrative perceptions, the educational curriculum, and socio-political conditions. The document traces the national curriculum as the texts have changed with every major political change in the government. Four major political eras in the history of Pakistan and its national curriculum are: (1) early establishment era, 1947-58; (2) the military era, 1958-71; (3) the civilian era, 1971-77; and (4) the post civilian and new military era, 1977-present. Culturally appropriate strategies of national development and societal reordering are crucial for an effective state building process in multi-ethnic societies, without which these societies are neither nations nor states, but unstable political units, merely surviving with the use of coercive mechanisms. The Pakistani case suggests that broader participation of all the indigenous nationalities at the socio-economic and cultural level could stabilize the political situation. (DK)

ED 406 249 SO 023 428

Kazi, Aftab A.
Ethnic Nationalities, Education, and Problems of National Integration in Pakistan.
PUB DATE- Apr 88
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Tune in Japan: Approaching Culture through Television. A Teacher's Guide.
PUB DATE- 95
NOTE- 163p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asian Studies; Elementary Secondary Education; Foreign Countries; Global Education; *Japanese Culture; Mass Media; Multicultural Education; Non Western Civilization; Popular Culture; Social Studies; Teaching Guides; *Television
IDENTIFIERS- *Japan

This book is designed to accompany a videotape comprised of numerous television and video clips, many from actual Japanese broadcasts, to help teach about Japan. The video and book are divided into three thematic segments. Included in each part of the guide are a background essay on the featured theme, an annotated script that includes additional information about the material in each segment, related classroom activities and handouts, and suggestions about other relevant sources. The background essays include: (1) "Approaching Other Cultures through Television" (Jackson H. Bailey); (2) "Teaching the Geographic Character of Japan" (James M. Goodman); (3) "Holidays and Festivals in Japan" (Theodore Bestor); and (4) "Continuity and Change in Japanese Culture" (Barbara Finkelstein). A bibliography and list of resource centers conclude the book. (EH)

ED 406 272 SO 027 040

Dick, Janet M.; Doody, Mary J.
Sociology Strategies.
PUB DATE- 90
NOTE- 241p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; Class Activities; Demography; High Schools; *Instructional Materials; Social Influences; Social Psychology; *Sociology; Student Participation; *Teaching Methods; Textbooks

This manual offers alternatives to high school sociology teachers who wish to enhance their teaching by moving beyond the traditional lecture approach. Exercises and applications directly involve the students in several areas of sociological research. The chapters have several exercises and applications in addition to student activity sheets. Possible extensions also are suggested. Chapters in the manual are: (1) "Introduction to Sociology"; (2) "Methods of Sociology"; (3) "Culture, Conformity, and Deviance"; (4) "Roles, Social Interaction, and Groups"; (5) "Social Stratification"; (6) "Socialization and the Life Cycle"; (7) "Marriage and Family"; (8) "Education, Religion, Government, and the Economy"; (9) "Communities and Change"; (10) "Collective Behavior and Social Movements"; (11) "Racial and Ethnic Minorities"; (12) "Poverty"; (13) "Crime"; and (14) "Population and Human Ecology." (EH)

Illinois, a suburb of Chicago. The problems of inappropriate interactions and lack of good citizenship were observed and documented through behavior checklists, anecdotal records, and journal responses. Analysis of probable cause data revealed that students lacked skills related to conflict resolution, work ethic, respect, and civic responsibilities. Other causes included the change in the family structure, a general increase in peer pressure, and inadequate adult role models. Reviews of curriculum content and instructional strategies revealed a need for a character education program that emphasized social and personal skill development. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of a program to enhance character development for students in the targeted schools. (Author/EH)

ED 406 297 SO 027 271

Patrick, John J.
Civil Society in Democracy's Third Wave: Implications for Civic Education.
PUB DATE- Sep 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizen Participation; *Citizenship; *Citizenship Education; Citizenship Responsibility; *Civics; *Democracy; Law Related Education; Secondary Education

This paper discusses civil society as a central idea in the recent global resurgence of democracy. Recent developments represent a turning away from state-centered conceptions of government, and a renewal of voluntary, community-based, non-governmental organizations as a means of renewing democracy. As civil society has surged globally, it has sagged in the United States, its progenitor and long-time exemplar. The time is ripe to seek a renewal of U. S. civil society through civic education and current educational reforms can lead to such renewal of civil society. The paper is divided into four parts: (1) "The Idea of Civil Society: Its Modern Origins and Development"; (2) "Civil Society and the Democratic State"; (3) "Civil Society in Democratic Consolidation"; and (4) "Civil Society in Civil Education for Democracy." (EH)

ED 406 298 SO 027 274

Update on Law-Related Education, v20, n1-3 1996.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 96
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Civil Law; Civil Liberties; *Conflict Resolution; *Constitutional Law; Criminal Law; Democratic Values; Elections; Elementary Secondary Education; *Law Related Education; Social Studies
IDENTIFIERS- American Bar Association; Character Education; *United States Constitution

This document consists of one volume (3 issues) of a serial devoted to law-related education (LRE) that offers background information on a wide range of legal issues with teaching

Visual Arts
IDENTIFIERS- England; *Portraits

This teacher's guide gives practical suggestions for engaging intermediate level students in a study of portraits, based on the assumption that through the image both the sitter and artist reveal something about themselves and the intended purpose of the portrait. Organized in four chapters, Chapter 1, "Talking to the Wall," looks at the messages represented by the portrait's costume, facial expression, bodily pose or gesture, background and accessories, inscriptions, colors, size, medium and frame. Figurative portraits in which the natural realistic human likeness of a single sitter is predominant are dealt with first, then caricatures and abstracts, and finally group portraits. Chapter 2, "Do You Trust the Message?," deals with the influence of deliberate flattery or artistic style, and examines ways in which portraits can be biased. Chapter 3, "Gathering More Clues," looks at visual information provided by props, background details, and techniques. Chapter 4, "Portraits and the Curriculum," suggests cross-curricular applications and activities. The guide concludes with suggested resources and a bibliography. (MM)

ED 406 319 SO 028 030

Durbin, Gail; And Others
Learning from Objects. A Teacher's Guide. Education on Site Series.
PUB DATE- 90
NOTE- 40p.; Document cover contains color photographs that might not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Viewing; Elementary Secondary Education; Foreign Countries; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; *Material Culture; *Realia; Social Studies; Teaching Guides; Visual Arts
IDENTIFIERS- *Artifacts; England

Objects are one way of understanding the world. This teacher's guide offers a method of analyzing objects that, once understood, can be applied in the classroom, on site, or in museums and galleries. Focus is upon artifacts rather than natural objects. Cross-curricular applications and teaching techniques are given. Sample exercises, discussion guides, and activities are included. The guide concludes with suggested resources and a bibliography. (MM)

ED 406 320 SO 028 032

Kordich, Diane D.
Images of Commitment: 20th Century Women Artists. A Fine Art Print Program: Junior/Senior High.
PUB DATE- 94
NOTE- 281p.; Accompanying art reproductions not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art; *Art Education; Art History; *Artists; Discipline Based Art Education; *Females; High Schools; Instructional Materials; Junior High Schools; Modern History; Teaching Guides; Visual Arts

Programs; Theory Practice Relationship
IDENTIFIERS- *Authentic Assessment; Central Washington University; Jacksonville State University AL; Montana State University; Saginaw Valley State College MI; State University of New York Coll at Plattsburgh

Because traditional performance measures may not accurately assess what students learn or are taught, some K-12 classroom teachers, states, and teacher preparation programs are beginning to use portfolio assessment to document learning and growth in learning over time. Portfolio assessment is considered a more authentic way of evaluating and establishing student progress throughout the learning process, and of showing the relationship between classroom performance and performance in "real" situations. Many educators see portfolios as one of the better ways to get students to invest in their learning and to provide an adequate portrayal of how students' learning improves or changes over time. Concerns with portfolio assessment include: the amount of time required to review portfolios and furnish worthwhile feedback; the difficulty of establishing reliability and validity; and the "authenticness" of portfolio assessment itself. Portfolio use in the education programs at five institutions is examined: Central Washington University, Jacksonville State University (Alabama), Montana State University, Saginaw Valley State University (Michigan), and SUNY-Plattsburgh (New York). The paper concludes with a discussion of faculty and student perceptions on the use of portfolios. (Contains 17 references.) (ND)

ED 406 338   SP 037 229

Sharp, Helen M.; Sharp, William L.
From Field Experience to Full-time Teaching: Letting Teachers Know How To Face Interviews and What To Expect on the Job.
PUB DATE- Feb 97
NOTE- 24p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (77th, Washington, DC, February 18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; *Classroom Techniques; *Educational Objectives; Elementary Secondary Education; *Employment Interviews; Employment Practices; Field Experience Programs; Higher Education; Preservice Teacher Education; Student Teaching; Teacher Student Relationship; Theory Practice Relationship

While teacher educators prepare students throughout their coursework for successful teaching careers, the subjects of interviewing and the rigorous demands of full-time teaching are often not specifically covered. This paper reviews the essentials of interviewing techniques and addresses issues related to the realities of a first full-time teaching position. Steps in the hiring process are outlined, including those prior to the interview and aspects beyond the control of the candidate; 26 possible questions candidates may encounter are listed. Suggestions are offered for helping students prepare to meet the challenges that will probably confront them as beginning teachers. These are: maintaining classroom discipline; managing classroom instruction and facilitating students' learning and mastery of material; and adapting to the methodological and ethical issues of collaborative research and to explore the relationship between researcher and participant in the field. The final chapter of the book discusses narrative meaning. It examines narrative construction, rhetorical devices, literary theories, the author's role, and the reader's voice. (Contains 80 references.) (CH)

ED 406 357 SP 037 248

Pate, P. Elizabeth; And Others
Making Integrated Curriculum Work: Teachers, Students, and the Quest for Coherent Curriculum.
PUB DATE- 97
NOTE- 147p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; Curriculum Design; *Curriculum Development; Curriculum Evaluation; Democratic Values; Inservice Teacher Education; *Instructional Innovation; *Integrated Curriculum; *Interdisciplinary Approach; Junior High Schools; Middle Schools; Participative Decision Making; Scheduling; Suburban Schools; Teacher Collaboration; *Team Teaching
IDENTIFIERS- Georgia

This book provides a detailed account of a year-long curriculum development project by an interdisciplinary team to create an inclusive, democratic curriculum at a suburban Georgia middle school. The first chapter is an overview of the study and lists the eight components deemed essential to a "coherent" curriculum. A separate chapter, many including illustrations, is devoted to each component. Project goals, the first component, were determined first. Another component, the democratic classroom, includes a discussion of management plans, group processing, grading policy, and group work guidelines. Traditional and alternative assessment models and the curriculum design processes are discussed next. A fifth component is content integration, and modeling as well as integrating content within thematic units, are covered here. The discussion of pedagogy uses a Human and Civil Rights unit to illustrate specific strategies for brainstorming, making connections, story telling, simulation, and collaborative problem solving. The communication component covers communication with students, with parents, and student and teacher communications with others. The chapter on scheduling and organizational structures covers team teaching, class schedules, and classroom organization. The final component, reflection, asks what works, what does not work, and what was learned. In Chapter 10, the design of a sample unit called Communities of the Future, is set out. (Contains 55 references.) (CH)

ED 406 358 SP 037 250

Foster, Lenoar
A Collaborative Distance Graduate Degree Program: A Case Study for Building the Professional Community within Schools.
PUB DATE- 97
NOTE- 28p.; Paper presented at Annual Meeting of American Association of Colleges of Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Portfolios" (M. B. Robertson); (10) "Themes of Development for Beginning Counsellor Trainees in an Off-Campus Graduate Program" (A. Marshall and T. Andersen); (11) "Self-Reflection in Our Future Teachers" (W. Boyer and C. Miller); (12) "Learning Styles and Self-Directed Learning in Indonesian Distance Education Students" (C. M. Harvey and B. Harvey); (13) "Characteristics of a Successful Learner" (T. Johnson); (14) "Personal Response Mapping: Some Research Possibilities" (D. Knowles); (15) "Forms of Stress among Counsellors Working with Trauma Survivors" (M. J. Arvay and M. R. Uhlemann); and (16) "Manifestation of Latent Thetas: A Comparison of Field-Study and Positivistic Approaches to the Investigation of Self-Nurturance" (R. S. Brown, J. O. Anderson, and M. M. McGee). The final entry is "'Get Curious, Not Cured': A Summary of the Connections '95 Conference Proceedings" (M. Recchi). Contains references at the end of papers. (ND)

ED 406 377 SP 037 270

Williams, Patricia Anne
Relationships between Educational Philosophies and Attitudes toward Learner-Centered Instruction.
PUB DATE- Sep 96
NOTE- 34p.; Paper submitted for Outstanding Student Research Award of the Georgia Educational Research Association (Atlanta, GA, September 20, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Educational Environment; *Educational Philosophy; High Schools; Public School Teachers; *Teacher Attitudes; *Teacher Student Relationship; *Teaching Methods; *Theory Practice Relationship; Urban Schools
IDENTIFIERS- Kerlinger Education Scales; *Learner Centered Instruction; Mid Continent Regional Educational Laboratory; United States (Southeast)

The primary purpose of this study was to determine patterns of relationships between the philosophical views and learner-centered instructional attitudes of teachers in 10 public high schools of a large southeastern urban school system. Two attitudinal scales, the Brief Scale I from Kerlinger's Education Attitude Scale 7 and the Instruction Subscale from the McREL School Practices Survey, were utilized. The sample of 435 teachers indicated their opinions on philosophical views and learner-centered instruction during scheduled faculty meetings. There was considerable heterogeneity in teachers' philosophical attitudes and their degree of acceptance of learner-centeredness within schools. An item analysis of the philosophical and learner-centered scales produced weak positive correlations. The progressive philosophical items correlated more strongly with the learner-centered items than did the traditional philosophical items. Teachers may have expressed traditional philosophical attitudes while espousing learner-centered attitudes because they felt ambivalent about both traditional and progressive views. What appeared to be incongruent may have been an expression of moderation. Or, the demands of the teaching environments were such that teachers' progressive beliefs were swamped in favor of traditional beliefs. Appendices include data from Kerlinger's Education Attitudes Scale 7 and the School Practices Survey. (Contains 66 references.) (Author/ND)

ED 406 378 SP 037 271

Contains 28 references. Appendixes provide the criteria used to develop the handbook, descriptions of faculty members involved in the formation and evaluation of the handbook, and the new handbook. (HAA)

ED 405 924 JC 970 241

Arismendi-Pardi, E. J.
Comparison of the Final Grades of Students in Calculus for Business, Management, and Social Sciences with and without a Prior College Algebra Course.
PUB DATE- Mar 97
NOTE- 41p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Algebra; *Calculus; College Mathematics; Community Colleges; Comparative Analysis; Grades (Scholastic); *Outcomes of Education; Two Year Colleges; Two Year College Students
IDENTIFIERS- Orange Coast College CA

A study was conducted at California's Orange Coast College (OCC) to determine if students who completed college algebra at OCC or at another college prior to enrolling in the college's calculus for business, management, and social sciences (CBMSS) course performed significantly better than students who had not previously completed college algebra. Questionnaires were distributed to all 131 students taking one of six CBMSS course sections in fall 1996, determining that 70 had completed college algebra and 61 had not. Final semester grades were obtained and compared for the students, while students receiving withdrawal or audit grades were not included in the comparison. The study found that the students who had completed college algebra performed significantly better than those who did not. When students' course grades were converted to the standard 4-point system, students who completed algebra received a mean grade of 3.014, compared to 2.541 for students who did not. It was recommended that college algebra be established as a prerequisite for CBMSS and that the results of the study be disseminated to the members of the administrative personnel and the OCC Curriculum Committee. Contains 31 references. Appendixes provide the CBMSS course outline and the student questionnaire. (HAA)

ED 405 925 JC 970 242

Lau, Ron
Employment Rights of Administrators in the California Community Colleges.
PUB DATE- 2 Apr 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrators; Community Colleges; Due Process; Educational Legislation; *Educational Policy; *Employment Practices; Faculty College Relationship; *Governance; *Labor Conditions; State Legislation; Two Year Colleges
IDENTIFIERS- California Community Colleges

Reviewing California state legislation and education code, this paper discusses the rights of community college administrators to continued employment and related obligations of college districts. Following an introduction reviewing common practices demographics of students served are detailed for 1993 to 1996. The following sections present information on student characteristics for selected programs, 1992-96; state supported course enrollment, 1993-96; and contract supported course enrollment, 1993-96. Information on staff characteristics is then provided for 1993-96. Finally, fall 1996 data on enrollment, funding sources, and student characteristics are presented for 29 community colleges and college districts and 5 technical colleges. Highlighted findings include the following: (1) the Washington community and technical colleges served 234,410 individuals in fall 1996 compared to 228,550 in fall 1995; (2) 53% of state-supported students were enrolled full-time; (3) 45% of state FTEs were enrolled for workforce training purposes and 39% for transfer; (4) 23% of the student population were students of color; and (5) full-time faculty provided 52% of all instruction in fall 1996, down from 54% in fall 1995. (HAA)

ED 405 943   JC 970 267

Schuyler, Gwyer
Fundraising in Community College Foundations. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Colleges; *Donors; Educational Finance; Financial Needs; *Financial Support; *Fund Raising; Investment; *Philanthropic Foundations; *School Business Relationship; Trusts (Financial); Two Year Colleges
IDENTIFIERS- ERIC Digests

In response to declining local and state appropriations for public education, community colleges have taken steps to formalize fundraising efforts by creating institutional foundations as recipients of tax-deductible contributions. Large-scale external fundraising at community colleges began as a result of the 1965 Higher Education Act and the federal funding opportunities that it offered. In a 1993 survey of American Association for Community Colleges members, 542 of 550 respondents reported having a foundation and almost 30% reported endowments in excess of $1 million in 1993. Fundraising strategies such as "friendraising," annual fund drives, planned and deferred giving, and capital campaigns are now common practices. Planned gifts are generally large contributions of accumulated assets, real estate, stocks, bonds, trusts, and paid-up insurance policies that require the oversight of a contributor's financial advisors. Another method of fundraising involves collaboration between private businesses and community colleges, in which a community college foundation and a company can develop strategies to cover the costs of training students in areas pertinent to the company. The effectiveness of any community college foundation is contingent upon the image of the college in the service area. Important elements in developing a positive institutional image include the level of involvement of college administrators, experiences of local employers with students, the responsiveness of college service to student and community needs, and the quality of education delivered by the college. (HAA) children in three urban communities spent their daytime hours outside of school. The study focused on children aged 4-7, from diverse backgrounds, in Head Start and Transition programs. Using both quantitative and qualitative methods, the study found that two-thirds of the 180 children in the sample spent their out-of-school time with their mothers--a finding that is related to the low labor force participation rate of their mothers. Of the children who did spend some time in the care of others, older siblings were the most common nonmaternal caregivers, followed by fathers. A relatively high percentage of young children regularly spent time without adult supervision, and watching television was by far the most frequent out-of-school activity. However, notable variations among the three cities suggested that the availability and accessibility of neighborhood resources played a decisive role in how children spent out-of-school time. In neighborhoods where crime was a major concern, parents perceived watching television as the best available choice for keeping children safe and occupied. The study found a discontinuity between children's actual after-school activities and what their parents wanted for them. Approximately one-third of the mothers studied worked outside the home, and more were married than single. The determinant of employment was not marriage per se but the availability of child care from another adult in the household. Employed mothers relied on multiple child care arrangements and experienced child care problems if relatives were not willing to care for the children. The publication concludes with recommendations for service providers, policy makers, advocates, and researchers. (Contains 127 references.) (WJC)

ED 405 962 PS 025 092

McLean, Deborah L.
Lessons in Living: Incorporating Folklore into Young Children's Lives.
PUB DATE- Feb 97
NOTE- 9p.; Paper presented at the Meeting of the Southern Association for Children under Six (Tulsa, OK, March 23-28, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Books; Childrens Literature; Cross Cultural Studies; *Cultural Education; Early Childhood Education; *Eskimos; *Folk Culture; *Teaching Methods; Young Children
IDENTIFIERS- *Folktales

One avenue for authentic exploration of different cultures is to incorporate folktales and folklore into early childhood curriculum. Universal themes are found as common threads in the folklore of many cultures, and folktales and folklore contribute to learning about each culture's rich heritage. Folklore and folktales teach young children about the values, celebrations, histories, traditions, and art forms of cultural groups. Examples of the folklore that allow more than a tourist look at the experiences of different people is that of Yup'ik-speaking people, the Eskimos of western Alaska. A close look at the content of Eskimo folktales can reaffirm a child's own heritage, introduce another child to an indigenous culture, and provide real "lessons of life." Themes of great importance to

Self-Analysis of Socialization survey. Regression analyses indicated that English grades were best predicted by right-tendency laterality, math grades, and the teacher's opinion on gender and success in math reasoning. Regression analysis also indicated that math grades were best predicted by English grades, left-tendency laterality, and the teacher's opinion on gender success in math reasoning. (Contains 12 references.) (Author/KDFB)

ED 405 981 PS 025 169

Carlton, Martha P.
Intrinsic Motivation in Young Children: Supporting the Development of Mastery Motivation in the Early Childhood Classroom.
PUB DATE- Nov 96
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Development; Competence; *Infants; Learning Activities; *Learning Motivation; Parent Child Relationship; Parent Influence; *Self Motivation; Teacher Student Relationship; *Toddlers; Toys
IDENTIFIERS- *Mastery Motivation; Scaffolding

This paper examines mastery motivation in infants from birth to 3 years of age and outlines critical areas for parent and teacher involvement in the development of motivation, including recommended activities at each level. It asserts that from birth, children have an innate desire to learn about their world, quickly learning that they can control various elements within the environment and striving to maintain that control. With each new discovery, children's sense of competence strengthens. This competence intensifies mastery motivation and facilitates children's continued growth. Parents play an extremely important role in the developing child's life. In early infancy, they provide activities and arrange the environment to support emerging feelings of competence. During later infancy, parents allow children some freedom to explore, permitting them to become instigators of their own action rather than just reactors. As children approach age 3, toy selection should therefore reflect their developmental level. Caregivers need to use scaffolding in their interactions to allow children further control; encourage children to evaluate their own accomplishments; and remain flexible and respond to children's changing needs. Being responsive to children's developmental level and allowing them to function independently greatly supports the development of mastery motivation in infants and young children. Using these same techniques with preschool children can help them maintain their own intrinsic motivation for learning. (Contains 32 references.) (KDFB)

ED 405 982 PS 025 170

Harkow, Rosa M.
Increasing Creative Thinking Skills in Second and Third Grade Gifted Students Using Imagery, Computers, and Creative Problem Solving.
PUB DATE- 21 Aug 96
NOTE- 93p.; Master's Final Report, Nova Southeastern University.
LANGUAGE- English

Interviews; Mothers; *Navajo (Nation); Parent Child Relationship; Parent Role; Reservation American Indians; *Social Support Groups
IDENTIFIERS- Intergenerational Conflict; Native Americans

This study examined teenage parenting among Native Americans, focusing on the support received from grandmothers. The sample was comprised of 15 subjects living on a Navajo reservation: 8 adolescent mothers between 16 to 19 years--most with one child and enrolled either in high school or in an alternative education program; and seven women comprising the grandmother generation, ranging in age from 41 to 57 years. Data were collected through semi-structured interviews. Interviews with the young women focused on social support systems, types of support, and interpersonal conflict. Interviews with the grandmothers focused on their perceptions of their role in their daughter's and grandchildren's lives, and characteristics influencing their ability or willingness to support their daughters. Results identified three groups, based on the amount of support provided by grandmothers. Highly supportive grandmothers, the largest group, provided extensive financial and child care support, but did not wish to be primary caregivers; two grandmothers were surrogate parents and assumed primary maternal responsibility. Two nonsupportive grandmothers provided no financial, emotional, or child rearing support and had limited or no contact with their daughters or grandchildren. Three factors were related to variability in the amount of grandmother support: (1) relationship history with their daughters; (2) roles and responsibilities, other than maternity, in which they were involved; and (3) their daughters' maternal competence and involvement. (Contains 15 references.) (KDFB)

ED 405 999 PS 025 207

McCloskey, Donna, Ed.
Canada's Kids: Thriving? Or Just Surviving? = Les enfants du Canada: Se developpent-ils bien ou vivotent-ils simplement?
PUB DATE- Mar 97
NOTE- 33p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Children; Family (Sociological Unit); *Family Life; Family Programs; Family Work Relationship; *Foreign Countries; Policy; *Well Being
IDENTIFIERS- *Canada; Family Policy; Family Support; Vanier Institute of the Family ON

This quarterly journal issue (in English and French versions) includes the following articles: (1) "Canada's Kids: Thriving? Or Just Surviving?" (McCloskey, Donna), an overview of the latest research on the well-being of Canada's children; (2) "The Fence at the Edge of the Cliff: Approaching Family Policy in Canada" (Mirabelli, Alan), which differentiates family policy and social policy and discusses how current policy falls short in helping families; and (3) "It Takes a Village: Mobilizing Communities for Positive Youth Development," which describes the Healthy Communities Healthy Youth Project. A regular feature, "Partnership Matters," contains news from colleagues who are working to create communities and workplaces more supportive of families and includes information on Campaign 2000, gambling in Canada, and on current publications. The regular feature "Networks," a calendar of current conferences dealing with families, is also included. (KDFB) relationship. The subjects were 45 firstborn 12-month-olds and their mothers. The sample was preponderantly white, middle class, and married. Mothers completed the Depression, Psychopathic Deviate, and Introversion scales of the MMPI and participated in the Ainsworth Strange Situation with their infants. The attachment behaviors of infants were classified as secure (B), insecure-avoidant (A), insecure-ambivalent/resistant (C), or disorganized/disoriented (D). The insecure classifications were collapsed so that attachment was analyzed using only the secure versus insecure dimensions. Findings revealed that mothers of infants classified as secure had higher mean scores than mothers of insecure infants on the scale of Psychopathic Deviate and lower mean scores on the Introversion scale, with no significant difference on the Depression Scale. No mothers scored in the clinical range, and the mean scores did not suggest any psychopathology. Mothers of secure infants admitted to more family problems and described themselves as less introverted than mothers of insecure infants. Mothers of insecure infants showed more denial and increased introversion in comparison to mothers of secure infants. (KDFB)

ED 406 017 PS 025 238

Tjebkes, Terri L.; Coy, Katherine C.
Parental Report, Home Observations, and Laboratory Assessment as Windows into Infant Temperament.
PUB DATE- Apr 97
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Behavior Rating Scales; Factor Analysis; *Infants; Measures (Individuals); Mothers; Observation; Parent Child Relationship; *Personality; *Personality Assessment; *Personality Measures
IDENTIFIERS- Temperament Assessment Battery

The purpose of this study was to examine the convergence among observational data on children's temperament. Data were gathered through: (1) standard procedures designed to elicit discrete emotions; (2) parental reports; and (3) children's emotional tone observed during naturalistic mother-child contexts. A total of 112 normally developing 8- to 10-month-olds were observed during standard laboratory episodes (the Laboratory Temperament Assessment Battery) designed to elicit joy, fear, anger, and discomfort. Mothers' and fathers' reports regarding different aspects of infants' temperament, and observations of the infants during naturalistic interactions with their mothers, were also collected. The families were predominantly white and varied in socioeconomic status. Findings suggested that infants' reactions cohered highly within each standard episode, as well as across all episodes targeting the same emotion. Emotionality expressed in these standardized procedures corresponded meaningfully and significantly with the infants' emotional tone in the mother-child contexts observed at home. Parental reports converged moderately with the home observations, but only for fathers. The parental reports and the infants' emotions in standard procedures were unrelated. (KDFB)

ED 406 018 PS 025 239

University of Western Sydney, Australia, and the processes of reflection and evaluation that accompany it, and discusses how issues identified by educators are incorporated as subjects into packages for students' study and investigation. The program's approach involves structuring the curriculum around teaching situations that need to be explained or managed and which, therefore, act as a stimulus for learning. Students propose ways to manage or resolve relevant issues, suggest courses of action, and reflect upon their own thinking and learning. One way in which data have been collected about the situations or dilemmas commonly confronting educators has been to meet with early childhood educators with a range of experience and who work in a variety of settings. From these meetings, several issues have been identified. Dilemmas related to working with children include dealing with tantrums, child biting, gender stereotyped play, and rough-and-tumble play. Issues related to working with families include communicating with parents of non-English speaking backgrounds, staff-parent conflict, and explaining accidents to parents. Dilemmas related to working with other staff include personality clashes, coping with stress, and staff turnover. Issues related to management and administration include fundraising, staff organization, parents not paying fees, and dealing with salespeople. Dilemmas like these are then used as the basis for packages of study to be undertaken by early childhood students. (Contains seven references.) (KDFB)

ED 406 034 PS 025 258

Fleer, Marilyn
Investigating Young Children's Home Technological Language and Experience.
PUB DATE- 96
NOTE- 19p.; In: Australian Research in Early Childhood Education. Volume 1, 1996; see PS 025 254.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Design; Curriculum Development; *Early Experience; Family Environment; Family School Relationship; Foreign Countries; Planning; *Preschool Children; Preschool Education; Technology
IDENTIFIERS- Australia

Technology education as a key learning area can be viewed as the designing, making, and appraising of systems, materials, and information. This study examined young Australian children's technological experiences prior to beginning school in order to build on their learning base in curriculum planning. The purposes of the research were to: (1) investigate the range of home experiences young children have in planning, making, and appraising activities and products; (2) study whether and which home experiences influence children's approaches and abilities to plan technological activities; and (3) suggest ways of building on children's natural planning techniques to enhance, develop, and widen their planning strategies. Data were collected through interviews with 12 children (mean age of 4 years, 3 months) attending a preschool and child care center. Results indicated that children were able to outline how they spent their days and how decisions were made regarding the day's events. They showed varying levels of understanding regarding planning. Children participated in a range of home activities where they made things, mostly with materials rather than with information or systems, and usually focusing on

PUB DATE- Apr 97
NOTE- 14p.; Paper presented at the Annual International Study Conference of the Association for Childhood Education International (Portland, OR, April 9-12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; Foreign Countries; Learning Experience; Learning Theories; Metacognition; Preschool Children; Preschool Education; Self Control; Teacher Student Relationship; *Thinking Skills
IDENTIFIERS- *Adult Child Interaction Feuerstein (Reuven); Individuation; *Mediated Learning Experience

This paper focuses on the relationship between adult-child interactions and the developing cognitive competence of young children as rated by the Mediated Learning Experience (MLE) Scale. The scale was devised to reflect 10 criteria of adult-child interaction hypothesized to comprise an MLE and therefore to enhance children's cognitive development, as described by M. Jensen and R. Feverstein (1987): (1) intentionality and reciprocity, when the mediator deliberately guides the interaction in a chosen direction and the learner responds; (2) meaning, the significance and purpose of an activity; (3) transcendence, linking a specific activity with others to promote the acquisition of principles or concepts; (4) competence, a positive belief in one's ability, the motivation to try, and the determination to persevere; (5) self-regulation and control of behavior, monitoring a task in order to adjust one's behavior appropriately; (6) sharing behavior, the interdependence of the mediator and the learner, referring to the mutual need for cooperation at a cognitive and affective level; (7) individuation, the sense of uniqueness and difference from others which fosters personal autonomy; (8) goal planning, the setting, planning, and achieving of goals through an explicit process; (9) challenge, a feeling of determination and enthusiasm to cope with novel and complex tasks; and (10) self-change, the felt responsibility for being aware of changes within oneself, necessary to become an independent and autonomous learner. Practical advice on how teachers and parents can use MLEs to elicit children's cognitive potential is presented. (Contains seven references.) (KDFB)

ED 406 053 PS 025 298

Children: Oklahoma's Investment in Tomorrow '96. Preliminary Report: Agency Budget by Cabinet.
PUB DATE- 3 Feb 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgets; *Children; Educational Finance; *Financial Support; School Funds; State Agencies; *State Programs
IDENTIFIERS- *Oklahoma

This report presents preliminary Oklahoma state agency budget summaries for all programs serving children in the Departments of Administration, Agriculture, Commerce, Education, Energy, Health and Human Services, Human Resources, Safety and Security, Tourism and Recreation, and Veterans Affairs. The budget figures are organized by cabinet and agency. For each program, the following information is listed in tabular form:

in medical emergencies; responding to diving emergencies; handling suicide attempts; products to disinfect water; and consideration of preexisting medical conditions such as asthma, seizures, diabetes, and hypoglycemia in the wilderness. (LP)

ED 406 071 RC 019 723

Maggard, Sally Ward
Gender and Schooling in Appalachia: Historical Lessons for an Era of Economic Restructuring. Research Paper 9411.
PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dropouts; Economic Change; *Educational Attainment; Education Work Relationship; Elementary Secondary Education; *Employed Women; Government Role; *Job Training; *Labor Economics; Labor Market; Postsecondary Education; Poverty; *Rural Education; Sex Role; *Structural Unemployment
IDENTIFIERS- *Appalachia (Central); Kentucky (East); West Virginia

This paper addresses issues involving the designing of new job training and education programs in central Appalachia in response to national policies for economic improvement. In March 1994, the Reemployment Act of 1994 was announced as the Clinton administration's response to problems caused by radical and worldwide economic restructuring. The goal is to focus on labor force preparedness through training highly skilled workers, in hopes of attracting capital investment. Data from West Virginia, the only state entirely within the central Appalachia region, indicate that high-paying jobs in coal mining, manufacturing, and other areas have declined by 22.5 percent, while lower-paying jobs have increased by 24.4 percent. Because of economic factors and changes in the labor market, women in this region are moving into a growing contingent labor force that offers little job security. Barriers to a highly skilled workforce in central Appalachia include low educational attainment and difficulties that preclude women from pursuing educational goals and job training opportunities. Interviews conducted with 44 eastern Kentucky women reveal that gendered statuses in families, poverty, the lack of support services for economically distressed families, sexism, classism, and domestic abuse have acted as barriers to educational attainment for these women. Suggestions include linking education and job training programs to changes in labor markets, providing job training programs aimed at meeting the needs of participants, increasing availability of support services, and strengthening desirable "informal" economic activities. (LP)

ED 406 072 RC 020 776

Beach, Betty A.
Using Human Ecological Approaches To Study Rural Childhood.
PUB DATE- 13 Oct 96
NOTE- 13p.; Paper presented at the Annual Conference of the National Rural Education Association (San Antonio, TX, October 13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; Children; *Community Influence;

video, which is especially beneficial to a hearing impaired population whose language is primarily visual. Using ATM, the Maine Department of Education is developing a distance education system that offers full-motion multimedia conferencing between schools, a high speed electronic whiteboard, local and remote control of video cameras, and an integrated scheduling system. The six pilot sites are testing the technological reliability of the network and equipment while they are also programming for its use. Programming plans include the delivery of American Sign Language classes by Governor Baxter School to other high schools; development of curriculum units in Maine studies, to be delivered over the network; and collaborative work between deaf students and other public school students. Major concerns for network implementation include a high flat-rate monthly service charge and the necessary product adjustments for the educational environment. (SV)

ED 406 088 RC 020 989

Crutchfield, Margie
NCPSE--We Have the Answers.
PUB DATE- Mar 97
NOTE- 7p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clearinghouses; College Programs; *Databases; Elementary Secondary Education; Federal Aid; *Grants; Higher Education; Rural Education; *Special Education Teachers; *Teacher Education; Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- *National Clearinghouse Professions Special Ed

The National Clearinghouse for Professions in Special Education (NCPSE) is a federally funded project that collects and disseminates information on the training and available supply of special education professionals. Pertinent information on the supply, demand, and need of special education teachers in rural areas is difficult to find. This difficulty is increased by diverse definitions of "rural" and the problem of pulling data on special education out of data on general education. However, NCPSE has compiled data from the 1993-94 Schools and Staffing Survey that cover rural special educators, the difficulty in filling vacant positions, teacher satisfaction, and teacher certification. The Division of Research to Practice of the U.S. Department of Education's Office of Special Education Programs appropriates funds to institutions of higher education and nonprofit agencies to support training of personnel in special education, related services, and early intervention. NCPSE maintains a database of all grants awarded in 1995 and 1996. Other NCPSE databases cover all colleges and universities that have preparation programs for special education and related services; literature on issues affecting training, employment, supply, and demand of special education and related services personnel; and financial aid programs for students pursuing special education careers. Data tables provide details on teacher supply and demand in various fields and types of schools, and on personnel preparation grants by state. (SV)

ED 406 089 RC 020 990

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; *Employment Practices; Geographic Isolation; *Personnel Policy; Public Schools; Rural Education; *Special Education Teachers; *Teacher Persistence; *Teacher Recruitment; *Teacher Selection; Teacher Shortage
IDENTIFIERS- *Northern Mariana Islands

This paper reports on a study that examined teacher recruitment and retention practices in the Northern Mariana Islands public school system. The study was conducted due to shortages of special education teachers and related services personnel. Based on a review of school district documents on recruitment and retention practices and interviews with the Commissioner of Education and other educational stakeholders, a survey instrument was developed for interviewing teachers and administrators responsible for K-12 education on three Northern Mariana islands. As a result of these interviews, 17 recommendations were proposed that relate to "intent to employ" or employment contracts; involvement of administrators responsible for hiring personnel; development of a structured interview process for teacher screening and selection; access of administrators to recruitment information; a standard employment contract of 190 days rather than a 12-month contract; written procedures describing the recruitment process; designating one person to be responsible for recruitment and retention activities; a consistent salary model across all instructional staff members; extension of the Teacher Corps concept to 9th- and 10th-grade students; a recruitment videotape to chronicle the area's environment, activities, and opportunities; a systematic, comprehensive, and coordinated program of staff development; a comprehensive program of induction for all professional staff members; a formative teacher evaluation program; a uniform salary model that is competitive for all teachers; retirement deadlines prohibiting mid-year retirements; outreach recruitment programs to the community, families, and other human service agencies; and efforts to insure the diversity of professional educators. (LP)

ED 406 105 RC 021 006

Harriman, Nancy; Schmidt, Mary W.
Strategies for Inclusive Teaching in Rural Schools.
PUB DATE- Mar 97
NOTE- 9p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cooperative Learning; *Educational Strategies; Elementary Education; *Group Activities; *Inclusive Schools; Mainstreaming; *Reading Instruction; Reading Strategies; Regular and Special Education Relationship; *Rural Education; Special Education; Teaching Methods

This report suggests that in order to enhance implementation of inclusion in rural schools, specific strategies related to instruction, assessment, and collaboration must be adopted. The report overviews cooperative learning strategies that can be used for teaching reading inclusively at the elementary level. The question-answer relationships strategy teaches students to classrooms among 40 rural special education and regular education students, aged 12-19, and among 59 educators from metropolitan and rural school districts. Educators included preservice teachers, administrators, and teachers experienced in elementary through higher education; 41 percent were directly involved in special education. The majority of students indicated negative perceptions of membership in an inclusive classroom setting. Six student factor arrays were generated representing distinct points of view, but none supported full inclusion. Negative perceptions cut across the categories of curriculum, peer interaction, teacher interaction, teaching style, learning style, and self-concept. The attitudes of both disabled and nondisabled students toward inclusive regular education classes were more negative than positive. As in the student study, no teacher factor array supported the placement of all children in general education classrooms. Experience within the classroom did not create a different perspective concerning inclusion. No major differences were found between the beliefs of special and regular education teachers; rather decisions concerning placement of students with disabilities appeared to be based more on subjective beliefs than on teaching specialization. These studies verify that both students and teachers have fundamental problems with inclusive classrooms. The only clear consensus was that full inclusion was impractical in serving the needs of students. (TD)

ED 406 122 RC 021 023

House, Debbie; And Others
Professional Development in Rural Schools: Project Success: School-University Consortium Collaboratively Enabling Success for All Students.
PUB DATE- Mar 97
NOTE- 9p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Education Courses; Elementary Secondary Education; Higher Education; Inclusive Schools; Partnerships in Education; *Professional Development; Regular and Special Education Relationship; *Rural Schools; School Districts; *Special Education; Student Teachers; *Teacher Collaboration; *Teacher Education
IDENTIFIERS- *Coalitions; Oklahoma State University

Project SUCCESS (School-University Consortium Collaboratively Enabling Success for All Students) was an effort of Oklahoma State University and four nearby rural school districts to develop and deliver a graduate course on instructional competencies needed in the inclusive classroom. The goal of the project was to offer opportunities for teachers to work together to share expertise and construct meaningful experiences for professional development. The collaboration encompassed preservice and practicing teachers in both special and regular education at all educational levels. A needs assessment conducted among instructional staff in the four rural school districts collected 80 of a potential 400 responses. Teachers provided perspectives on quality teacher preparation, especially student teaching experiences, and rank ordered personal concerns regarding curriculum and supervision issues in the inclusive classroom. Responses were used to design a three-credit professional development course offered reading required and can be used effectively with students who are poor readers, bilingual, or at a special education level. These brain stretchers are effective tools that can be used to assist teachers in the individualization process, encourage independent work, foster motivation, and provide enrichment. The activities are organized in three sections: (1) Patterns; (2) Logic; and (3) Puzzles. Seven stretchers are provided in the pattern recognition section and use topics such as magic triangles. The logic section provides seven activities that involve number relations and equation mazes. The puzzle section contains six number story, calculator, and domino puzzles. Answer keys are included. (DDR)

ED 406 143 SE 059 439

Stickels, Terry H.
Brain Stretchers, Book 3 - Advanced.
PUB DATE- 96
NOTE- 69p.; Formerly published as "Think-ercises."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Mathematics Education; *Problem Solving; *Puzzles; *Thinking Skills

Current thinking suggests that solving brainteasing puzzles uses the same critical thinking skills needed to solve difficult math, science, and business problems. This book is a non-intimidating exploration of the wonderful powers of the mind with an emphasis on the joy of thinking and learning. It contains 100 puzzles, presented in order of mathematical difficulty, that were specifically designed to be both fun and challenging and to promote the idea that becoming a better problem solver can increase the flexibility of one's mind. Answer keys are included. (JRH)

ED 406 144 SE 059 770

Ediger, Marlow
Excellence in the Science Curriculum.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; Educational Objectives; *Educational Philosophy; *Educational Psychology; Elementary Secondary Education; Excellence in Education; Existentialism; *Problem Solving; Program Improvement; Public Schools; Realism; *Science Curriculum; Standards; Teaching Methods
IDENTIFIERS- Experimentalism; Idealism; Missouri

Science teachers need to select tenets from the philosophy of education which stress student attainment of vital context, abilities, and attitudes. This paper discusses diverse schools of philosophical thought in terms of how each might relate to improving the science curriculum. For example, a science teacher who is a realist emphasizes that one can know the real world, in whole or part, as it truly is. The mind then does not modify or change what is being perceived; hence, specific objectives of instruction can be determined by science educators for students to achieve. Experimentalists stress a problem-solving approach in the curriculum. They emphasize that individuals cannot know the real world as it truly is; however,

DESCRIPTORS- Curriculum Design; Educational Change; *Educational Strategies; Elementary Education; *Knowledge Base for Teaching; Methods Courses; *Science Instruction; Scientific Literacy; *Teacher Education; Teaching Methods
IDENTIFIERS- *Project 2061 (AAAS); Reform Efforts

This paper describes a model for utilizing national science reform initiatives in an elementary science methods course. By focusing particularly on Project 2061 benchmarks, the reform movement initiated by the American Association for the Advancement of Science (AAAS), teacher candidates were able to successfully analyze, integrate, and utilize both "content" and "pedagogy" in the design of lessons and the curriculum. This background provided the teacher candidates with the skills and knowledge to incorporate the benchmarks in the development and implementation of teaching 4th grade science. Teacher candidates were also invited to lead and facilitate an in-service program showing elementary teachers how to incorporate the benchmarks in their science classes. The teacher candidates' reflections revealed support for the use of this model in demonstrating the importance of the benchmarks in promoting scientific literacy for both students and teachers. Contains 33 references. (Author)

ED 406 163 SE 059 825

Cannon, John R.; Crowther, David T.
An Autopsy of an Elementary Science Program Implementation.
PUB DATE- Mar 97
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Oak Brook, IL, March 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Change; Elementary Education; *Elementary School Science; *Hands on Science; *Professional Development; Program Evaluation; Science Activities; Standards; *Teacher Attitudes; Teacher Education
IDENTIFIERS- Nevada

This paper takes a close look at a large county public school in northern Nevada and its implementation of a newly adopted standards-based elementary science program. The study investigates the opinions of elementary classroom teachers about the new hands-on activity-based science program for kindergarten through grade six. The results indicate that teachers feel that there is not enough time to complete all the required units in the allocated time, the unit materials do not cover class sizes, sharing the kits is awkward, and more time is needed for teachers to experience the lessons and share ideas about how to overcome problems. A discussion of the school district's decision to adopt a kit-based science curriculum as opposed to taking steps toward real science education reform is provided as well as details about the support provided by the district to teachers during the implementation process. The findings imply that school districts can increase the effectiveness of their reform efforts by investing more money in implementation of science curricula and less on the adoption phase. Contains 11 references. (DDR)

ED 406 164 SE 059 826

Priestley, William J.; And Others

This document is the 14th volume in a series that continues to attract and publish doctoral dissertations, masters theses, and project abstracts. It reflects an active desire to stimulate interest in nontraditional environmental education research that has escaped the attention that such a growing body of works deserves. The abstracts in this volume are organized into eight categories: (1) Citizen-Action Studies; (2) Communication Studies; (3) Educator-Centered Studies; (4) Facilities/Location Analysis Studies; (5) Formal Programming Studies; (6) Learner-Centered Studies; (7) Non-Formal Programming Studies; and (8) Others, which includes studies dealing with environmental education philosophy and educational administration as well as those that do not fit into any of the categories above. Also included is an Index to past Volumes. (JRH)

ED 406 183 SE 059 860

Collett, Jonathan, Ed.; Karakashian, Stephen, Ed.
Greening the College Curriculum: A Guide To Environmental Teaching in the Liberal Arts.
PUB DATE- 95
NOTE- 342p.; A project of the Rainforest Alliance.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Resources; Educational Strategies; *Environmental Education; Higher Education; *Integrated Curriculum; *Interdisciplinary Approach; Lesson Plans; *Liberal Arts; Teaching Methods; Units of Study

This book breaks new ground in that its purpose is to "mainstream" teaching about the environment in higher education. Despite the holistic nature of the content, the book is structured-with two exceptions-around disciplinary chapters. The opening chapter, "Reinventing Higher Education," and the final chapter, "Reinventing the Classroom: Connected Teaching," provide an interdisciplinary frame for the book. Disciplinary chapters include anthropology, biology, economics, geography, history, literature, media and journalism, philosophy, political science, and religion. Each chapter begins with an introduction that asks, "What can the content and methodology of this discipline bring to the study of the environment?" and conversely, "What challenges and opportunities does this material create for teaching basic concepts in this discipline?" Sample plans are presented next, either for course units or for full courses. Material for introductory or lower division courses generally precedes that for advanced or upper division courses. The chapters each conclude with a resources section that includes teaching materials, print and nonprint, and background material for the instructor. (JRH)

ED 406 184 SE 059 864

Annual Depiction of Science and Mathematics Education in the Northwest, 1995.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 96
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Demography; Educational Change; Educational Policy; Educational Resources; Elementary

their thoughts and present them in a coherent fashion, and connections to the real world that identify situations or problems where algebra is an important tool in their investigations and explanations. Also included are specific mathematics vocabulary; ideas from teachers about organization, management, assessment, curriculum, standards, projects, and grading; calculator tips that identify the calculator routines that are most likely to be used; problems that review a recently covered concept or skill; and problems for students to do outside of class that further extend concepts or skills students have used in the past. The "Activities" section contains detailed layouts for classroom exercises designed to last for an hour or more. Supporting materials are provided in the "Blackline Masters." (JRH)

ED 406 206 SE 059 922

Chesson, Gail
Branching Out: The North Carolina Forest Stewardship Activity Guide.
PUB DATE- 96
NOTE- 53p.; Produced in association with the NC Stewardship State Committee.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Forestry; Learning Activities; *Natural Resources; Outdoor Activities
IDENTIFIERS- Environmental Action; Environmental Awareness; *Forests; *North Carolina

Stewardship is the responsibility of individuals to maintain and improve their natural resources and surroundings. The Forest Stewardship Program (FSP) in North Carolina aims at enhancing the management of all forest resources on private lands. This activity guide is designed to help youth appreciate and understand forests and natural surroundings. It contains easy to follow classroom and outdoor activities that link youth to the forest using the topic areas of soil and water, wildlife, trees, recreation, and natural beauty to develop the concept of stewardship. Activities include: (1) FSP and Me; (2) What is a Forest?; (3) How Convincing are the Facts; (4) What's the Use?; (5) Sharing Space with What?; (6) Point To a Problem: Point To a Solution; (7) Habitat: Healthy or Hurting?; (8) Wetlands Make a Difference; (9) Field Report; (10) The Traveling Water Show; (11) Who's There?; (12) How Many Trees on That Tray; (13) Camp Out!; and (14) I Look Like a Forest Steward. A resource list for additional activities is also included. (JRH)

ED 406 207 SE 059 932

Duffy, Maryellen; Barowy, William
Effects of Constructivist and Computer-Facilitated Strategies on Achievement in Heterogeneous Secondary Biology.
PUB DATE- 95
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (68th, San Francisco, CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Biology; Computer Simulation;

Topics discussed include content, pedagogy, assessment, equity, and implementation. Key findings include: (1) most materials do not explicitly address strategies for improving the performance of a diverse set of students through attention to differences in ability, learning style, etc.; (2) among the content areas, Earth Science appears least frequently; (3) connections between science and mathematics were not developed in most of the materials; (4) the weakest area in the set of materials relative to the science standards is lack of sufficient focus on the history and nature of science; and (5) too few materials incorporate significant and appropriate use of instructional technologies such as ensuring that the materials are presented in a variety of formats. Appendices contain the framework for the review and descriptions of each set of the instructional materials that are discussed in this report. (JRH)

ED 406 228 SE 059 993

Project 2061: Science Literacy for a Changing Future. Update 1997.
PUB DATE- 97
NOTE- 24p.; For related documents, see ED 398 051 and SE 059 994.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Curriculum Evaluation; *Educational Change; Educational Innovation; Elementary Secondary Education; Interviews; Science Education; *Scientific Literacy; Standards; State Departments of Education
IDENTIFIERS- *Project 2061 (AAAS)

This update reports on the highlights of a year-long evaluation of the influence of "Science for All Americans" and "Benchmarks for Science Literacy", two landmark publications of the American Association for the Advancement of Science (AAAS). Data for the evaluation were collected through expert interviews, reviews of state science curriculum frameworks and textbooks, telephone and mail surveys, and case studies of reform activities in six states. The areas summarized from the larger report include national impact, state impact, individual impact, establishing a strong foundation for change, tools for change, putting learning goals to work, shaping the national agenda, guiding reform in the United States, and long-term visions. The projects described and used as examples within this report are from the states of Georgia, Rhode Island, Indiana, Pennsylvania, Texas, California, and Massachusetts. (DDR)

ED 406 229 SE 059 994

Benchmarks for Science Literacy. Project 2061 Summary.
PUB DATE- Oct 95
NOTE- 33p.; For related documents, see ED 398 051 and SE 059 993.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Curriculum Evaluation; *Educational Change; Educational Innovation; Elementary Secondary Education; Interviews; Knowledge Representation; *Scientific Literacy; Standards; *Teacher Education
IDENTIFIERS- *Project 2061 (AAAS)

This document is a summary of "Benchmarks for Science Literacy", which is a supporting document of "Science for All Americans" published by the American Association for Advancement of

PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Differences; Curriculum; Curriculum Research; Developing Nations; *Ethnic Groups; Ethnic Relations; Foreign Countries; *Group Unity; *Multicultural Education; Nationalism; Political Power; *Role of Education; Secondary Education; *Social Studies; Textbook Evaluation
IDENTIFIERS- *Pakistan

This study analyzes the standard Pakistan social studies curriculum to investigate (1) the extent to which it represents ethnic nationalities of Pakistan, and (2) the extent to which it demonstrates its contribution to the process of national cohesion and integration. The findings presented are based on a content analysis (both trend and variable) of a representative sample of standard social studies textbooks used in secondary schools in Pakistan during the 40 years from 1947 to 1987. This time is divided into three major eras of political changes that have dominated the history of modern Pakistan including: (1) the early establishment era from 1947 to 1955 when the one-unit scheme was imposed by the federal government, which abolished both the identity and provincial autonomy of the Pakistani ethnic nationalities; (2) the one-unit era from 1955 to 1968 until the military coup d'etat of President General Yahya Khan, who abolished the one-unit structure under popular unrest and pressure; and (3) the post one-unit era from 1970 to the present during which East Pakistan separated to become Bangala Desh, the first civilian government was established and overthrown, and processes of Islamization were introduced. In the final analysis, the major integrative variable investigated were found to be deficient in their equitable representation of both individual and collective affairs of the Pakistani ethnic nationalities. The national social studies curriculum in Pakistan gives the impression of only representing the migrant community from central India, and portrays the majority of the indigenous Pakistani nationalities as insignificant. The responsible factor appears to be unequal distribution of political power. (DK)

ED 406 250 SO 023 631

Lynn, Karen
Directed Tutoring Approach To Increase Library Circulation: An Alternative Approach to the Instruction of African-American Male Students.
PUB DATE- Oct 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Curriculum Research; Grade 7; Grade 8; Instructional Materials; Junior High Schools; Learning Activities; *Males; Middle Schools; *Poetry; Reading Comprehension; *Reading Improvement; *Skill Development; *Social Studies; Student Development; Videotape Recordings; Writing Assignments
IDENTIFIERS- *African Americans; Prince Georges County Public Schools MD

An experiment sought to determine the effectiveness of a program for improving achievement among black seventh and eighth grade social studies students. The aim was to develop a media center service program that would support school district efforts to provide educational and support services for the black male. An

ED 406 273 SO 027 042

Metcalf, Doris Hunter
Portraits of Outstanding Explorers. Grades 4-8 .
PUB DATE- 96
NOTE- 99p.; Published by Good Apple, an imprint of Modern Curriculum Press, Simon & Schuster Elementary, 299 Jefferson Road, P.O. Box 480, Parsippany, NJ 07054-0480.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Studies; Biographies; Elementary Education; Modern History; *North American History; North Americans; *Social Studies; *United States History; World History
IDENTIFIERS- *Explorers; *North America

This resource book provides information and activity sheets on explorers of North America. The five sections of the book trace the explorers' contributions both geographically and chronologically. Each section includes thought questions, biographical portraits and skill activities for grades 4-8. Section 1, "They Opened the Door," profiles Leif Erikson, Christopher Columbus, John Cabot, Juan Ponce de Leon, Hernando Cortez, Giovanni da Verrazano, and Hernando de Soto. "They Navigated Great Lakes and Rivers" examines the contributions of Jacques Cartier, Samuel de Champlain, Henry Hudson, Robert de La Salle, and Jean Baptiste Le Moyne, Sieur de Bienville. "They Crossed Vast Plains and Deserts" focuses on Estevanico, Francisco Vasquez de Coronado, Daniel Boone, George Rogers Clark, and Jean Baptiste Point du Sable. "They Blazed Western Trails" highlights the work of Sir Francis Drake, Meriwether Lewis and William Clark, Sacagawea, George Washington Bush, John Charles Fremont and Kit Carson, James Beckwourth, and Isabella Bird Bishop. "They Aim for New Frontiers" chronicles the work of Robert E. Peary and Matthew Henson, Louise Arner Boyd, Robert Ballard, Sylvia Alice Earle, Neil Armstrong, Sally Kristen Ride, and Franklin Chang-Diaz. A time line of the explorers, maps of North America, and answers to the activity sheets are provided. (EH)

ED 406 274 SO 027 046

Metcalf, Doris Hunter
Portraits of Outstanding African American Women. Grades 4-8 .
PUB DATE- 96
NOTE- 99p.; Published by Good Apple, an imprint of Modern Curriculum Press, Simon & Schuster Elementary, 299 Jefferson Road, P.O. Box 480, Parsippany, NJ 07054-0480.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Studies; Biographies; *Black History; *Blacks; Elementary Education; *Females; Modern History; North Americans; Social Studies; *United States History
IDENTIFIERS- *African Americans

This resource book provides information and activity sheets on the achievements and contributions of exceptional African American women, past and present. The book contains six sections, thematically organized around the central issue(s) affecting the lives of the women featured. Introductory questions, biographical portraits and skill-building activities for grades 4-8 are included for each individual. "They Spoke strategies for LRE. The themes for the issues include: (1) character education; (2) conflict resolution; and (3) the 1996 election. Each issue proposes teaching methods that involve class discussions and collaborative learning, such as mock trials, simulated public and Congressional hearings, and other role playing exercises. Some student handouts are included. (EH)

ED 406 299 SO 027 285

Nkake, Lucie-Mami Noor
Education for International Understanding: An Idea Gaining Ground.
PUB DATE- 96
NOTE- 49p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adoption (Ideas); *Citizenship Education; Civics; Civil Liberties; Comparative Education; Cultural Exchange; Democratic Values; *Educational Philosophy; Educational Principles; Elementary Secondary Education; Foreign Countries; Foundations of Education; Freedom; Futures (of Society); Global Approach; *Global Education; International Cooperation; International Education; *International Educational Exchange; International Organizations; Moral Values; *Peace; World Affairs; World History

This brochure is a partial follow-up to the 44th session of the International Conference on Education (ICE), "Appraisal and Perspectives of Education for International Understanding," held in 1994 in Geneva, Switzerland. While borrowing extensively from conference material (such as the speeches by heads of delegations, replies by member states to an International Bureau of Education (IBE) pre-conference survey, national reports, and round-table summaries), this brochure also includes personal ideas, experience, and opinions on important matters in today's countries: human rights, peace, and democracy. Despite the complexity of the challenges facing a rapidly changing world, the range of actions described in this work reflect a common will and offer further suggestions for a "new philosophy of education," that would incorporate some positive moral values common to all countries. With the dawning of the 21st century, bringing people closer together through what they have in common, through the incomparable wealth of their diversity, could be one of the keys to the creation of "a lifelong school, open to the world, in the service of mankind" (Jacques Muhlethaler, founder of the World Association for the School as an Instrument of Peace). Specific sections of the brochure include: "Why this brochure?"; "Foreword: A Common Will"; "Towards the New Millennium--An Idea Gaining Ground"; "For a New Philosophy of Education"; "A World That Is Many and One: The Other's Viewpoint"; "Development and a Culture of Peace"; "From Rhetoric to Practice for an Applied Peace"; and "Conquering New Areas for Education for Peace." Contains sources and several notes. (CB)

ED 406 300 SO 027 298

Davidson, Joan Lipson
My Block and Beyond: A Documentation of How Drawing in Conjunction with Writing Contributes to the Thinking Process.
PUB DATE- 96
NOTE- 138p.; Some material may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

IDENTIFIERS- Twentieth Century; *Women Artists

This teacher's resource guide is designed to accompany resource packets that include fine art reproductions. The resource introduces students to the accomplishments and contributions of eight 20th century women artists: Isabel Bishop; Jenny Holzer; Kathe Kollwitz; Maya Ying Lin; Mary Ellen Mark; Maria Martinez; Alice Neel; and Faith Ringgold. This guide, which is geared toward use with junior high school and senior high school students, includes an introduction, a student survey, instructional strategies, a brief history and a time line of women artists. Each unit presents objectives, information, and resources for subject related content and activities centered in each of the disciplines of art education: art criticism, art history, aesthetics, and art production. Vocabulary terms, assessment guides, student planning sheets, worksheets, and bibliographies are provided for each unit. Contains 29 references and information about the author. (MM)

ED 406 321 SO 028 033

Robinson, Barbara
Native American Sourcebook: A Teacher's Resource on New England Native Peoples.
PUB DATE- 88
NOTE- 238p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; American Indian History; *American Indian Studies; *Archaeology; Cultural Background; Cultural Context; *Cultural Education; Elementary Secondary Education; Instructional Materials; Social Studies; Units of Study
IDENTIFIERS- *Algonquin (Tribe); Concord River Basin; Native Americans; *New England

A major aim of this source book is to provide a basic historical perspective on the Native American cultures of New England and promote a sensitive understanding of contemporary American Indian peoples. An emphasis is upon cultures which originated and/or are presently existent in the Concord River Basin. Locally found artifacts are used in the reconstruction of past life ways. This archaeological study is presented side by side with current concerns of New England Native Americans. The sourcebook is organized in six curriculum units, which include: (1) "Archaeology: People and the Land"; (2) "Archaeology: Methods and Discoveries"; (3) "Cultural Lifeways: Basic Needs"; (4) "Cultural Lifeways: Basic Relationships"; (5) "Cultural Lifeways: Creative Expression"; and (6) "Cultural Lifeways: Native Americans Today." Background information, activities, and references are provided for each unit. Many of the lessons are written out step-by-step, but ideas and references also allow for creative adaptations. A list of material sources, resource organizations and individuals, and an index conclude the book. (MM)

ED 406 322 SO 028 034

Johnson, Terry
Discovery Handbook for Grades K-5.
SPONS. AGENCY- Forest Service (USDA), Russellville, AR. Southern Region.
PUB DATE- 94
NOTE- 103p.; "Crossroads of the Past" and "Paths of Our Children"

workload. The paper closes with suggestions to help students prepare for a fourth challenge: that teachers be familiar with the formal and informal requirements for successful teaching in their specific school and district. (Contains 12 references.) (ND)

ED 406 339 SP 037 230

Albaugh, Patti R.
The Role of Skepticism in Preparing Teachers for the Use of Technology.
PUB DATE- Jan 97
NOTE- 7p.; Paper presented at "Education for Community": A Town and Gown Panel Discussion (Westerville, OH, January 26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; Instructional Innovation; Instructional Leadership; *Teacher Attitudes; Teachers; Teaching Conditions

The complexity of technology training for teachers can be partially explained in terms of three phenomena: the historical resistance of teachers to use media, the nature of teaching itself, and the life cycle of technological innovations. Factors that influence teachers' use of technology include: accessibility of hardware and software, administrative expectations and support for the implementation, and adaptability of classroom and work settings. As practical professionals, teachers are often suspicious of new claims and the implementation of new ideas without proof of effectiveness. Teachers tend to adopt a new technology when that technology helps them do what they are currently doing better; thus, they may be seen as reinforcing the status quo. In addition to a cautious attitude engendered by teaching and the historical and cultural resistance to change, the influx of computer games and the perception of video and film as entertainment illustrate how computer technology can be suspect as a legitimate educational tool. Suggestions for teacher technology training include: provide teachers with numerous opportunities for training and practice; provide administrative support for training and for trying new approaches with technology; acknowledge the professional concerns of teachers and their need for practicality while encouraging risk-taking; and provide post-training follow-up. (ND)

ED 406 340 SP 037 231

Baldwin, Mark D.; Keating, Joseph F.
Preparing Secondary Preservice Teachers for Second to None Schools. Part 1--Program Development and Part 2--Implementation.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Objectives; Field Experience Programs; Higher Education; *Knowledge Base for Teaching; *Preservice Teacher Education; Program Development; Secondary Education; *Teacher Education Programs
IDENTIFIERS- *California State University San Marcos; Preservice

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Education; *Computer Mediated Communication; Curriculum Design; *Distance Education; Elementary School Teachers; Elementary Secondary Education; *Graduate Study; Higher Education; Inservice Teacher Education; Nontraditional Education; *Professional Isolation; Rural Areas; Secondary School Teachers; Special Education; *Telecourses
IDENTIFIERS- *Professional Community; *University of Montana

This paper presents a model of collaborative graduate distance education that has been facilitated by the Center for Continuing Education and Summer Programs at the University of Montana and designed to provide graduate training for professionally isolated classroom teachers and administrators. Thirty practicing elementary, middle, and secondary school teachers, who live and work in rural Montana, comprised the first cohort. Three interactive delivery systems, providing such student services as distance registration, access to library holdings, video use, electronic-mail accounts, delivery of course files and documents, and facsimile access, were made available. Course work was designed around six instructional themes--evolution of the curriculum and instruction process; instructional design and technology planning; program evaluation; special education and law; learning and support systems; and cross-cultural issues and diversity. These themes were intended to provide a basis for the development of "professional conversation" among educators. The program was tested by requiring students to write an administrative ideals paper and to engage in an educational site interview. Additionally, 22 students completed a questionnaire that assessed personal participation in professional and community activities. All indicated that the program had expanded their understanding of the professional and personal qualities needed by school administrators and the importance of the teacher role. (Contains 20 references.) (CH)

ED 406 359 SP 037 251

Gursimsek, Isik; And Others
General View of Teacher Education Policies of Turkey.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational History; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; Rural Education; *Teacher Education Curriculum; *Teacher Education Programs; Urban Education
IDENTIFIERS- *Turkey

This paper describes the teacher education system in Turkey. It includes an overview of the history of modern teacher education in the country and outlines the current system. The present system actually began in 1924 with the Law on Unification of Education when all schools in Turkey were brought under a Ministry of National Education. Pre-school teacher education began in 1915, even before the Republic of Turkey was established in 1923. The former teacher education system for primary level teachers had separate systems for urban and rural

Morgan, Tom; And Others
Transformation through Interdependence: Learning To Collaborate.
PUB DATE- 97
NOTE- 11p.; For related document, see SP 037 272.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Cooperative Programs; *Educational Change; Elementary Secondary Education; *Faculty Development; Higher Education; *Instructional Improvement; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; School Districts; Schools of Education
IDENTIFIERS- Pattonville School District MO; *Webster College MO

This document reports on a collaboration between Webster University (Missouri) and Pattonville School District (Missouri) to develop a Professional Development School (PDS) Partnership. The goals of the partnership centered around student learning and reflected five themes: cultural diversity, technology to support learning, constructivist learning, leadership and collaboration, and action research and reflective practice. Six specific goals are outlined, each with objectives, sample of current activities, and project status reports. Challenges encountered during the development phase included systemic, organizational, and personal issues. For example, asymmetrical power relationships among individuals and institutions led to intense discussions about "turf," hierarchy, status, and control. Learning to collaborate, moving from independence to interdependence, involved building trust, developing understanding of what it was like to be "on the other side," and learning to dialogue. Through the PDS Partnership, both organizations acknowledged the need for the collaboration to become embedded within the educational system, requiring organizational changes that allowed for continuous improvement through intense dialogue rather than "one-shot" workshops or a series of activities added to the educators' crowded schedule. The paper includes charts as visual aids for the project. (ND)

ED 406 379 SP 037 272

Brown, Kathleen Sullivan; And Others
Co-laboring: The Birth of a PDS Partnership. Evaluation Report of the Pattonville School District and Webster University Professional Development Schools Partnership.
PUB DATE- Jun 96
NOTE- 19p.; For related document, see SP 037 271.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; *College School Cooperation; *Cooperative Programs; Elementary Secondary Education; *Faculty Development; Higher Education; Instructional Improvement; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Program Evaluation; School Districts; Schools of Education
IDENTIFIERS- Pattonville School District MO; *Webster College MO

This evaluation report covers the first year of the Pattonville School District-Webster University (Missouri) Professional Development Schools (PDSs) Partnership. Representatives of both organizations met regularly to explore the meaning of a school-university partnership as well as the potential benefits and in the state regarding certificated and classified administrative positions, key elements of employment law are described related to provisions in the First and Fourteenth Amendments to the U.S. Constitution, due process, issues of discrimination, and necessary components of employment contracts. Next, sections related to employment in the California Education Code and the California Code of Regulations are identified. Assembly Bill 1725, which became law in July 1990, and mandated changes in hiring policies and managerial procedures is also discussed. Issues related to the employment policies and procedures of local district boards are then briefly discussed and the merit system established by the Education Code is described, focusing on its operation, organization, and administration. The political structure of personnel decisions is then discussed, focusing on the autonomy of the Board of Trustees and the role of the state Chancellor's Office. Fourteen court cases involving employment disputes are then reviewed, including cases related to tenure and its determination, bias and due process, and discrimination in hiring, and a summary is provided of employment conditions for administrators at state community colleges. Finally, recommendations for improving employment practices are provided. Contains 11 references. (HAA)

ED 405 926 JC 970 244

Pezzoli, Jean A.
Community Needs Assessment for Fashion Technology.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Educational Demand; *Employer Attitudes; *Employment Patterns; Fashion Industry; Inservice Education; Needs Assessment; *Sewing Instruction; Two Year Colleges; Wages
IDENTIFIERS- University of Hawaii Maui Community College

In fall 1996, Hawaii's Maui Community College (MCC) conducted a study to determine the potential demand for pre-service and in-service training in fashion technology over the next 5 years among related businesses in Maui. Questionnaires were mailed to 435 area businesses, requesting information on the number of employees, salaries paid, and projections for new staff and training in the future. Completed surveys were received from 19% (n=83) of the businesses, 24 of which were not applicable to the study. Results included the following: (1) the highest numbers of responses were received from businesses in the retail (n=11), manufacturing (n=9), upholstery (n=8), and hotel (n=8) sectors; (2) contract hire accounted for 35% of the reported employment; (3) 29 companies indicated that they hired mostly for sewing skills, while 30 hired for alteration, 7 for pattern making, and 2 for teaching; (4) 59% indicated that full-time employees were paid $8 to $15 per hour; (5) the total demand for new employees over the next 5 years was 70.5 new hires, translating to a yearly demand of 14.1, while the capacity of the full-time program at MCC is 15 students per year; and (6) respondents reported a demand for 148 in-service training programs in 17 areas. Respondent comments, the survey instrument, and the mailing list of businesses are appended. (HAA)

ED 405 927 JC 970 245

ED 405 944 PS 019 741

Bornstein, Marc H.; And Others
Parenting in Cross-Cultural Perspective: The United States, France, and Japan.
PUB DATE- 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Development; Child Rearing; Cross Cultural Studies; *Cultural Differences; Foreign Countries; Infant Behavior; *Infants; *Mothers; *Parent Child Relationship; Play; *Social Behavior; *Speech Communication; Stimulation
IDENTIFIERS- France; Japan; Nurturance; United States

In this study of prominent characteristics of parenting in the United States, France, and Japan, 72 mother-infant dyads were examined. The study focused on three prominent interactive domains of visual and vocal exchange between mother and baby (nurturing, social exchange, and didactic stimulation), examining their frequency of occurrence and patterns of covariation. Findings revealed significant main effects of culture, with American mothers showing significantly higher rates of object stimulation than French or Japanese mothers. American and Japanese mothers showed equal rates of social stimulation, while American mothers engaged in more social stimulation than French mothers. Maternal behaviors appeared to be largely independent of coherence among parenting behaviors. The data indicated that mothers from the different cultures differed most in the degree to which they stimulated, spoke to, and responded to their infants vis-a-vis the object and social worlds. Mothers were most similar in terms of the degree to which they engaged their infants in tactile kinesthetic play and responded in a nurturing or an imitative manner. (Contains 5 pages of references.) (SH)

ED 405 945 PS 020 689

Greene, Jacquetta L.
Parent Opinions about Student Evaluations in Elementary Schools.
PUB DATE- 91
NOTE- 41p.; Figure 1 not in copy received by ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Elementary School Students; *Evaluation Methods; *Grading; Kindergarten; *Parent Attitudes; Parents; *Parent Teacher Conferences; Questionnaires; Rural Schools; *Student Attitudes; *Student Evaluation; Urban Schools

A study was conducted to determine what methods of student evaluation parents felt were most effective in helping them assist in their child's efforts to develop skills and understand their child's performance in school. A survey was conducted among 168 parents in central Virginia, including parents of kindergarten through fourth grade students in a city school and parents of students in three second/third grade classes in a rural school. A total of 100 fourth graders and second/third graders were also surveyed. The schools studied used different approaches to evaluation. One used a combined developmental checklist and narrative report for kindergarten and first grade, and letter grades for second through fourth grades. In the other school, written communications with parents about their child's performance and conferences were the Yup'ik culture are parts of the "Yuutait," or the rules and regulations of child-rearing. Some themes of the Yuutait include love of children, knowledge of the family tree, and cooperation. More common in contemporary society is the use of picture books in place of traditional folklore. Although it is difficult to know and understand diverse cultures, using folktales and stories can provide more than a cursory explanation of differences. (Contains 10 references.) (WJC)

ED 405 963 PS 025 097

Dohoney, Jo M.; Reiling, Denise
Homeless in Michigan: Voices of the Children. A Report from KIDS COUNT in Michigan.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childhood Needs; *Children; Disadvantaged Youth; Family Environment; Government Role; *Homeless People; *Housing Needs; Poverty; State Government
IDENTIFIERS- Family Support; *Michigan

Because homeless children are often a hidden group, staying with friends or relatives for brief or long periods, and occasionally spilling into the roughly 150 private emergency shelters and domestic violence programs in Michigan, their numbers are difficult to define. This Kids Count! study interviewed 25 children of 25 homeless families residing in homeless shelters in Michigan. Rather than being a statistical profile of homeless children, the purpose of the interviews was to gain understanding of the human dimension of child homelessness. The interviews revealed several issues related to child homelessness, all centered on loss: of privacy, of a sense of belonging, of certainty, of family and other relationships, of status, of free time, of trust in parental power, and of belief in a safe world. Among all the families interviewed, the primary cause of homelessness was the lack of adequate income to obtain and keep decent housing. Results suggest that the best strategy for reducing homelessness is to help families maintain stable housing in safe neighborhoods. The conclusion includes a discussion of implications for the long-term impact of homelessness on the state of Michigan and policy options addressing some of the most pressing problems and issues in this study. (WJC)

ED 405 964 PS 025 108

Make Kids Count in '95: Hawai'i Kids Count 1995 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 111p.; For 1996 Data Book, see PS 025 109.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Child Health; Child Neglect; *Children; Dropout Rate; Early Parenthood; Elementary Secondary Education; Family (Sociological Unit); Infant Mortality; One Parent Family; Poverty; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Well Being; Youth Problems

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Software; Computer Uses in Education; *Creative Thinking; Creative Writing; Creativity; Elementary School Students; *Gifted; Imagery; Primary Education; Program Evaluation; Relaxation Training; *Student Improvement
IDENTIFIERS- Creative Problem Solving

This practicum project used a combination of strategies to improve creative thinking skills in second- and third-grade gifted students. Sixteen students were targeted for the intervention. Over a 12-week implementation period, students participated in 90-minute interventions twice weekly. The intervention was comprised of 30-minute creative problem-solving encounters with peers; 30 minutes of computer software use to produce original writing, and to experiment and create in open-ended settings; and a 30-minute period of activities alternating between relaxation and imagery exercises and the use of imagery in creative writing. There were four objectives to the intervention: (1) increasing verbal and figural creativity; (2) increasing figural and verbal fluency; (3) increasing figural and verbal originality; and (4) increasing verbal flexibility. The Torrance Tests of Creative Thinking, Figural and Verbal Models and the Inventory of Creative Behaviors were used to assess the impact of the intervention. Informal teacher observations were conducted throughout implementation. The Inventory of Creative Behaviors was completed weekly and at the conclusion of the implementation period. Findings indicated that the proposed number of students met the projected percentage of increase of 80 percent or above in overall figural and verbal creativity, verbal originality, and verbal flexibility. Fewer than the proposed number of students met the projected increase in figural and verbal fluency and figural originality, although all students showed significant increases in these areas. (Eighteen appendices include School Profile, Inventory of Creative Behaviors, software evaluations, schedule of computer use, and pre- and posttest results and comparisons. Contains 17 references.) (Author/KDFB)

ED 405 983 PS 025 171

South Dakota 1996 KIDS COUNT Factbook: Key Indicators of Child Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- Dec 96
NOTE- 175p.; For 1995 Factbook, see ED 397 972.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Child Health; *Children; *Child Welfare; Dropout Rate; Early Parenthood; Family Income; Mortality Rate; *Social Indicators; State Surveys; Statistical Surveys; *Trend Analysis; *Well Being
IDENTIFIERS- *Indicators; *South Dakota; Wellness

This KIDS COUNT statistical report is the fourth to examine trends in children's and adolescents' well-being in South Dakota using indicators of health, education, social, and economic well-being, along with information on family income, household relationships, population, and AFDC/food stamp usage for each county. The information is organized in the following seven chapters: (1) "Key Demographic Indicators," including information on South Dakota population, family profiles, and a

ED 406 000 PS 025 208

The California Child Care Portfolio, 1997: A Compilation of Data about Child Care, County by County.
PUB DATE- 97
NOTE- 137p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Counties; *Day Care; *Day Care Centers; Demography; Early Childhood Education; Employed Parents; Family Day Care; Minimum Wage; Resource Materials; *State Surveys; Statistical Surveys
IDENTIFIERS- *California; Child Care Costs; *Child Care Needs; Child Care Resource Centers

This compendium provides standardized data on child care supply and requests for care in California. It provides county and statewide information based on responses from more than 38,000 child care providers and about 45,000 requests for child care, including: (1) key demographic statistics; (2) county population; (3) children in poverty; (4) languages spoken at home; (5) children with working parents; (6) children using care outside the home; (7) minimum wage; (8) average child care costs and percent of minimum wage consumed by child care costs; (9) number of licensed family child care homes and centers, and the number of slots in each; (10) percent of slots in homes and centers that offer full-time and part-time care or care during nontraditional hours; (11) percent of children needing different types of care; and (12) percent of families requesting care in various languages. The publication begins with a summary of statewide findings regarding child care costs and availability. Findings indicate that only 4 percent of child care slots are licensed to serve children under 2 years; only 2 percent of centers offer care during evening, weekend, or overnight hours; 36 percent of child care requests for children under 6 years are for part-time care; and 45 percent of children needing child care referrals were between 2 and 5 years of age, 36 percent were under 2, and 20 percent were school-age. (KDFB)

ED 406 001 PS 025 209

Bridge, Connie; And Others
Third Party Evaluation of the Kentucky Education Reform Act Preschool Programs.
PUB DATE- Sep 96
NOTE- 129p.; For 1995 evaluation, see ED 394 628.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; Blacks; Disabilities; *Educational Change; *High Risk Students; Interpersonal Competence; Literacy; *Outcomes of Education; Parent Attitudes; Preschool Education; Program Effectiveness; Program Evaluation; Program Implementation; Socioeconomic Status; Surveys; Teacher Expectations of Students
IDENTIFIERS- African Americans; Kentucky; *Kentucky Education Reform Act 1990

This report details results of the 1995-96 study of the Kentucky Education Reform Act (KERA) Preschool Programs, the fifth such evaluation of the state-mandated preschool programs of at-risk 4-year-old children and 3- and 4-year-olds with disabilities. Following an executive summary and explanation of the

Shepard, Beth A.; Zboyan, Holly A.
Parent-Child Relationships during Middle Childhood: Gender Differences in Interaction.
PUB DATE- Apr 97
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Children; Fathers; *Interaction; Mothers; *Parent Child Relationship; Parent Influence; Problem Solving; *Sex Differences; Socialization
IDENTIFIERS- Dyads; *Emotional Expression

This study examined gender differences in interactional style between parents and children, focusing on gender socialization and emotional expression. The subjects were 38 mother-child and father-child dyads from intact families, of which about 75 percent were Caucasian; 15 percent, Hispanic; and 10 percent, African American or Asian. Parents completed the Parenting Stress Index, Behavior Assessment Scale for Children, Culture Free Self-Esteem Scale, Dyadic Adjustment Scale, and a demographics form. Subjects were videotaped in two conditions, a timed, structured task (origami) and a non-timed, less structured task (story-telling). Interactions were coded for affective tone (frequency counts for positive, neutral, and negative feedback) and parental structuring (frequency counts for appropriate and inappropriate questions, suggestions, and comments and handling the origami material). Children's responses to parent structuring were coded as compliance, rejection, ignoring, or non-response, and their affective tone was coded similarly to that of their parents. Global ratings were obtained for affective tone and structuring by combining counts, creating a rating on a 5-point scale for each member on both tasks. The results indicated that mother-daughter dyads displayed more positive affect than other dyads. Fathers used more intrusion and made more inappropriate suggestions to both sons and daughters compared to mothers. No interaction was found between parent and child gender. The results suggested that parents differ in their expressive styles. Contains 11 references. (Author/KDFB)

ED 406 019 PS 025 240

Ashley, Amie M.; And Others
Mother-Toddler Attachment and Coordinated Interpersonal Timing during Play Interactions: A Preliminary Study.
PUB DATE- Apr 97
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Attachment Behavior; Interpersonal Communication; *Mothers; *Parent Child Relationship; Pilot Projects; *Play; Regression (Statistics); *Toddlers
IDENTIFIERS- Automatic Vocal Transaction Analyzer; Dyads; *Security of Attachment; Time Series Analysis

This study was an initial exploration of the relationship between coordinated interpersonal timing and quality of mother-toddler people and home maintenance. Information technologies were most often associated with passive viewing or receiving; for example, children listened to tapes and did not construct their own audio tapes. Most planning activities occurred orally, with some two-dimensional activities such as writing a shopping list. Children did not understand the concept of appraisal so this area could not be assessed. (Contains 13 references.) (KDFB)

ED 406 035 PS 025 259

Gardner, Ruth F.
How Do Early Childhood Teachers Support Young Children's Learning?
PUB DATE- 96
NOTE- 11p.; In: Australian Research in Early Childhood Education. Volume 1, 1996; see PS 025 254.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Learning; Pilot Projects; Preschool Children; Preschool Education; *Teacher Behavior; Teacher Effectiveness; Teacher Influence; Teacher Role; Teacher Student Relationship; Teaching Methods; *Teaching Styles
IDENTIFIERS- Australia (Western Australia); Mediated Instruction; Mediated Learning Experience; *Scaffolding

This pilot study examined teaching strategies used by experienced early childhood teachers to scaffold their students' learning in pre-primary classes. Five teachers were involved; each was visited three times and videotapes were taken of teacher interaction in a range of classroom settings. The teacher language was transcribed from the videotapes and these transcriptions were coded using three different coding systems. The analyses of the codes confirmed that: (1) the teachers employed indirect teaching styles, with frequent use of questioning to actively engage children in ongoing learning situations; (2) the content of the teachers' talk was mainly focused on the tasks or activities at hand; and (3) categorizing teaching interaction on a modified Bredekamp and Rosegrant (1992) Teaching Continuum provided individualistic profiles of teaching behaviors along the continuum from indirect through mediating to direct teacher regulation. Further, there was evidence that the goals or intentions expressed by the teachers during interviews were reflected in the styles of interactions sampled from their teaching and coded according to the teaching continuum. Such a descriptive profile of samples of their interactions may help teachers manage their future scaffolding interactions with increased awareness and intent. (Contains 18 references.) (Author)

ED 406 036 PS 025 260

Goeghegan, Noel; Mitchelmore, Michael
Possible Effects of Early Childhood Music on Mathematical Achievement.
PUB DATE- 96
NOTE- 9p.; In: Australian Research in Early Childhood Education. Volume 1, 1996; see PS 025 254.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Foreign Countries; *Kodaly Method; *Mathematics Achievement; Music Activities; *Music

(1) a 3-year budget history; (2) the current budget for fiscal year 1997; and (3) budget requests for fiscal year 1998. The total expenditures include state appropriations, federal money, and other funds such as grants, donations, or fees. In addition, there is a listing of agencies with funding sources delineated. Information on programs serving adults is included if the programs have a direct effect on the lives of children or if program eligibility is based on the presence of children in the home. For agencies serving adults as well as children, expenditures for children are extrapolated from the total budget using a formula defined by the agency. (KDFB)

ED 406 054 PS 025 300

Gaffney, Patrick V.
Arguments in Opposition to the Use of Corporal Punishment: A Comprehensive Review of the Literature.
PUB DATE- 17 Mar 97
NOTE- 43p.; Paper presented at the Annual Conference on Urban/Multicultural Education: Past, Present, and Future (3rd, North Miami, FL, February 27-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Children; Classroom Techniques; *Corporal Punishment; *Discipline; Discipline Policy; Elementary Secondary Education; State of the Art Reviews; Teacher Behavior

From a comprehensive review of the professional literature, 55 arguments are drawn and presented that criticize to varying degrees corporal punishment as a proper and defensible disciplinary measure with children in the school setting. In general, such arguments are based upon philosophical, empirical, political, logical, psychological, moral, professional opinion, legal, pedagogical, sociological, physiological (medical), and theoretical grounds. Each argument may be used for personal reflection, consideration, and further exploration in the arena of public discussion regarding this recurrent, important, and controversial issue. In addition, some common definitions and conceptual parameters associated with the term corporal punishment are examined. A consensus regarding the definition is lacking, but generally corporal punishment includes purposeful and intentional administration of pain or discomfort as a penalty for offensive or improper behavior. The article includes a list of organizations with the aim of abolishing corporal punishment. Contains 120 references. (Author/KDFB)

ED 406 055 PS 025 302

Ginsberg, Susan
Family Wisdom: The 2,000 Most Important Things Ever Said about Parenting, Children, and Family Life.
PUB DATE- 96
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Child Rearing; *Children; Family Environment; *Father Attitudes; Fathers; *Mother Attitudes; Mothers; *Parent Child Relationship; *Parent Role; Sex Role; Sibling Relationship
IDENTIFIERS- Historical Background

Spanning centuries and cultures, this book offers 2,000 perceptive and helpful quotations and proverbs that encompass a

*Context Effect; Educational Research; Elementary Secondary Education; Family Influence; Research Design; Research Needs; *Rural Areas; Rural Education; Small Towns; Systems Approach
IDENTIFIERS- *Human Ecology; Sense of Place; Social Capital

This paper recommends that rural education researchers adopt an ecological approach that acknowledges both family and community influences on child development and school outcomes. Although rural researchers have generated useful information about children, few studies have provided a full portrayal of rural children's lives. A fundamental principle of ecological research is a focus on the interrelationships of systems (mesosystems) in which the child develops. Connections between the child, the child's family, and other aspects of the child's life (school, peer group, recreational activities) are multiple and dense in rural communities. Rural researchers need to identify how these systems interact through case studies, time diaries, and naturalistic observations and interviews. Social capital is a term characterizing the role that formal and informal communities play in child development. Although researchers acknowledge the existence of social capital in rural communities, the specific relationships among social capital, rural children, and the corresponding role of the rural community as an ecological factor have yet to be investigated. An ecological approach could identify community characteristics that hinder or enhance child development. For example, one researcher has proposed that areas that are more rural are less socially healthy for children's development. Case studies of the mesosystems of rural children in communities of varying size might answer the question of when small is good and when it is too little. Ecological studies that analyze children's developing sense of place and the role of play in children's development can focus on other mesosystems. An ecological approach, with its special sensitivity to the setting in which children develop, can provide a rich portrayal of rural children's lives and recognize uniquely rural qualities. (Contains 16 references.) (LP)

ED 406 073 RC 020 857

Theobald, Paul
The New Vocationalism in Rural Locales.
PUB DATE- Nov 96
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Montreal, Quebec, Canada, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criticism; Educational Philosophy; Educational Trends; *Education Work Relationship; Elementary Secondary Education; *Rural Areas; *Rural Education; Rural to Urban Migration; *School Community Relationship; *Transitional Programs; Underemployment
IDENTIFIERS- *School to Work Transition; *Vocationalism

This paper critiques current "school-to-work" practices in rural schools. A look at the rural context reveals that rural workers are more likely to be unemployed and are paid less than workers elsewhere, resulting in high rural poverty. In addition, many kinds of rural decline (in services, transportation, job availability) are tied to larger trends in the increasingly globalized political economy. The trend is for work to leave

Fishbaugh, Mary Susan E.; And Others
Rural Special Education in "The Nine Nations of North America": A Policy Proposal for the American Council on Rural Special Education.
PUB DATE- Mar 97
NOTE- 6p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Characteristics; *Cultural Differences; Elementary Secondary Education; *Policy Formation; Professional Associations; *Regional Characteristics; *Rural Areas; *Rural Education; Special Education
IDENTIFIERS- *American Council on Rural Special Education; Diversity (Groups)

The traditional conception of rural as homogeneously agricultural has become archaic. This paper reviews definitions of rural diversity related to rural special education and proposes a broad definition based upon culture of community and region. In the late 1970s, the National Rural Project identified "problems" in rural special education delivery--rural idiosyncrasies later described as "attributes" to be considered in developing strategies for service delivery. Rural communities were viewed as differing in terms of cultural, geographic, and socioeconomic factors. An offshoot of the project, the American Council on Rural Special Education (ACRES) publishes the Rural Special Education Quarterly (RSEQ) and holds a national conference annually. A perusal of RSEQ issues and ACRES conference presentations suggests that ACRES has lost sight of its early inclusive understanding of diversity based on rural community culture. Given the original ACRES perspective on rural diversity, continuing emphasis on the individuality of rural communities, and the impact of rural community culture on education, it is proposed that ACRES develop a policy statement on rural diversity based in regional diversity. Regional rural differences consider ethnic diversity but include economic, political, and community cultural diversity as well. In "The Nine Nations of North America," Joel Garreau describes a North America composed of culturally distinct "nations" such as Dixie and MexAmerica. The proposed ACRES policy on rural diversity could draw on this work. Contains 23 references. (SV)

ED 406 090 RC 020 991

Belcher, Rebecca Newcom; And Others
Individuals with Disabilities Education (IDEA) State Advisory Panels: Factors of Perceived Panel Effectiveness.
PUB DATE- Mar 97
NOTE- 9p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advisory Committees; Compliance (Legal); Elementary Secondary Education; National Surveys; *Organizational Effectiveness; Participant Characteristics; *Participant Satisfaction; Self Evaluation (Groups); *Special Education; State Regulation

categorize and respond to questions. As students become familiar with the categorization scheme, they take on the role of facilitator, querying and assisting each other in determining the type of question and appropriate responses. In team interviews, the teacher provides a prompt or topic for groups and each member is given an opportunity to be interviewed by other team members. Team interviews can be used in reading as a forum for book reports, character analysis, accessing prior knowledge, writing revision, and book club discussions. Propositions can be used to help students learn to differentiate between fact and opinion, to write a persuasive paragraph or essay, and to debate issues. Reading programs for special needs learners must build on the strengths and interests of students; provide frequent and sensitive feedback; maintain a balance of remedial and compensatory strategies; and insure that service providers and family members provide consistent expectations, cues, and reinforcement to students. Providing teacher support through on-site professional development, technical assistance, and collaborative problem-solving and study groups is critical to successful implementation of inclusive teaching strategies. (LP)

ED 406 106 RC 021 007

Ludlow, Barbara L.; Duff, Michael C.
Creating and Using Video Segments for Rural Teacher Education.
PUB DATE- Mar 97
NOTE- 9p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Distance Education; Educational Resources; Educational Technology; *Film Production; Higher Education; *Instructional Films; Learning Strategies; *Material Development; Rural Education; Special Education Teachers; *Teacher Education; Video Equipment; *Videotape Recordings; Visual Aids

This paper provides guidelines for using video presentations in teacher education programs in special education. The simplest use of video is to provide students with illustrations of basic concepts, demonstrations of specific skills, or examples of model programs and practices. Video can also deliver contextually rich case studies to stimulate student discussion of issues and application of knowledge and skills. Information about commercially available videotapes relevant to education can be obtained from publications catalogs, information clearinghouses, and advertisements in professional newsletters and journals. Written permission from the publisher should be obtained if a videotape is used in a distance education program or if video materials are transferred to a different format. Because most videotapes depict models from urban and suburban schools, there is a need to develop videotapes that depict successful rural models, methods, and materials. A critical step in creating original video production is securing permission from agencies or individuals to be videotaped in the home, classroom, or community setting. Other important steps in creating original materials include preparing a script or outline to guide videotaping sessions, insuring that all needed equipment and materials are available, and checking that all to university and public school faculties, student teachers, and parents. The course included 16 topical sessions with suggestions for classroom applications. Course sessions have been offered at various school sites, but attendance has been consistently lower than expected. Included are a summary of Project SUCCESS goals and objectives and the needs assessment statements and responses. (SV)

ED 406 123 RC 021 024

Egan, M. Winston; Sebastian, Joan P.
Quality Television Instruction: Views of On-Site Rural Facilitators.
PUB DATE- Mar 97
NOTE- 7p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; *Educational Television; Focus Groups; Higher Education; *Instructional Effectiveness; Interactive Television; *Teacher Education; *Teaching Assistants; *Telecourses
IDENTIFIERS- *Facilitators; University of Utah

Support for student learning during distance education experiences is often provided by local site facilitators or tutors. The University of Utah has utilized rural master special education teachers as local site facilitators to assist faculty with various aspects of distance education in its teacher education program. Recently, distance site facilitators participated in a focus group discussion to identify critical components of successful television teaching. Specifically, the rural facilitators were asked what makes a difference in the effectiveness of television instruction. The focus-group interview was transcribed and three main themes were identified. First, facilitators had much to say about instructional factors contributing to the success of telecourses. These factors include the ability of students at distance sites to hear and answer questions, instructional pacing, use of visual support materials, instructor availability to students and the facilitator, live interactions between teacher and distance students, formation of study groups, the nature of the introductory session, course support materials, and teacher's speech articulation. Second, facilitators talked about important production and technical attributes of video-based learning programs, including camera work, visual support materials as a break from the "talking head," and microphones and other audio factors. Finally, the facilitators discussed their own roles in supporting the instructor and the course and in supporting students, and their need for communication and guidance from the instructor. (SV)

ED 406 124 RC 021 025

Barnes, Sheila
Integrating Technology and Media into Regular Classrooms To Facilitate Inclusion: Preservice/Inservice Training of Rural Educators.
PUB DATE- Mar 97
NOTE- 7p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

individuals obtain experiences from this reality. Thus in the science curriculum, problem-solving is the focus. Idealists believe that one can receive ideas about the real world only. In idealism mental development becomes of the utmost importance, therefore depth teaching is needed to cultivate the intellect in guiding student achievement in science. Decision-making opportunities in science are important for existentialists. Problem-solving can encompass all these philosophies and should be a major tenet of education to emphasize in the teaching of science. Contains 18 references. (PVD)

ED 406 145 SE 059 777

Ricker, Karen T.; And Others
Unlimited Classrooms: A Resource Guide for Inclusive Environmental Education.
SPONS. AGENCY- Ohio State Environmental Protection Agency, Columbus.
PUB DATE- 96
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Educational Resources; Elementary Secondary Education; *Environmental Education; *Inclusive Schools; Learning Activities; Mainstreaming; Special Education

The purpose of this guide (intended for use by special education teachers, regular education teachers, environmental educators, park naturalists, therapeutic recreation specialists, and anyone else interested in learning how to make environmental education accessible to all students regardless of their ability level) is to show educators how they can use already existing environmental education materials with students who have physical, developmental, and behavioral disabilities. Section 1 provides an overview and offers a philosophy of environmental education for all students that includes those with disabilities. Information on inclusion and appropriate communication is also reviewed. Section 2 focuses on adapting environmental education activities for inclusive groups and the factors to consider when modifying activities. Section 3 contains activities and their adaptations developed by teachers. Section 4 discusses getting involved in community service projects while section 5 discusses lessons learned by using this resource guide. The appendix contains an annotated bibliography divided into the following categories: (1) Environmental Education-General Activity Guides and Curricula; (2) Environmental Education-Community and Action Projects; (3) Environmental Education for Students with Disabilities; (4) Outdoor Education/Camping/Adventure Programs for People with Disabilities; (5) Science for Students with Disabilities; (6) Inclusion-Environmental/Outdoor Education; (7) Inclusion-General Resources; (8) Disability Resources; and (9) Resource List for Recreation, Integration and Advocacy. (JRH)

ED 406 146 SE 059 796

Stein, Mary; And Others
Assessing the Impact of an Urban Systemic Professional

Science Laboratory Instruction: Summary of Findings and
  Implications from Four Companion Studies.
PUB DATE- Mar 97
NOTE- 9p.; Paper presented at the Annual Meeting of the National
  Association for Research in Science Teaching (70th, Oak Brook,
  IL, March 23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; Critical Thinking; Discovery Learning;
  Educational Change; Educational Innovation; Foreign Countries;
  Higher Education; High Schools; *Inquiry; *Laboratory Training;
  Learning Strategies; Problem Solving; Science Curriculum;
  *Science Instruction
IDENTIFIERS- Germany

This paper summarizes a pair of studies titled "The Impact of Longer Term Intervention on Reforming the Approaches to Instruction in Chemistry by Urban Teachers of Physical and Life Sciences at the Secondary School Level" (William J. Priestley, Holly D. Priestley, and Joseph S. Schuckler) and "Profile of Instructional Practices Related to Experiences in Laboratory Oriented Instruction in Secondary and Beginning College Level Chemistry Instruction" (Alexandria Wilosky, Frank Sutman, and Mei Wang) that examined instructional practices or teaching behaviors during the laboratory component of chemistry instruction at both the secondary and college levels. These examinations of teaching practice indicate that at both levels and across chemistry courses, there is an emphasis on the teacher addressing procedural concerns with virtually no time spent in using behaviors designed to develop higher order thinking skills. The studies employed the Modified Revised Science Teacher Behavior Inventory (MR-STBI) to identify verbal and non-verbal teaching behaviors. The behaviors identified that relate to inquiry-oriented instruction include use of lower and higher level divergent questions, group-centered cooperative group activities, activities designed to assist students in reevaluating scientific conceptions and misconceptions, and teacher generated discussion related to laboratory observations. Contains 35 references. (DDR)

ED 406 165   SE 059 827

Bielenberg, Joy E.
Learning from Practice: Impressions from Pictures of Scientists
  Don't Tell the Whole Story.
PUB DATE- 23 Mar 97
NOTE- 41p.; Paper presented at the Annual Meeting of the National
  Association for Research in Science Teaching (70th, Oak Brook,
  IL, March 23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Scientists; Sex
  Differences; *Student Attitudes
IDENTIFIERS- *Gender Issues

The purpose of this study was to determine the prior knowledge of students regarding scientists and their work. Students' depictions of scientists in pictures were compared to their responses in agreement or disagreement to statements about scientists and their work. The 124 seventh grade students drew a picture of a scientist and told why they agreed or disagreed with certain statements. Pictures were analyzed using the

Secondary Education; *Financial Support; *Mathematics Education; Mathematics Teachers; Minority Groups; Professional Development; *Science Education; Science Teachers
IDENTIFIERS- Reform Efforts; *United States (Northwest)

Numerous elements impact the educational system in an area as large and as diverse as the Northwest, including demographics, learning opportunities for teachers and students, student achievement, and funding. This document summarizes a sampling of the factors that influence mathematics and science education in the Northwest. It is intended to stimulate educators' interest in how various regional indicators impact classroom practice such as population growth, minority representation, certification, and state policy, among others. The five sections of this document include: (1) Demographic Highlights of the Northwest Region; (2) Assessment; (3) Student Participation in Mathematics and Science; (4) Mathematics and Science Teachers; and (5) Teacher Certification. It is concluded that this depiction of Northwest teachers combined with evidence of changes in student population, achievement, and curricula point to the need for far-reaching, high quality professional support such as the Northwest Regional Educational Laboratory (NWREL) continues to provide the Northwest region. By continuing to provide information on various interacting components of the regional education system, reform efforts can be based on current conditions. (JRH)

ED 406 185 SE 059 875

Frid, Sandra; And Others
Identifying Avenues for Curriculum Development in Undergraduate Mathematics.
PUB DATE- Mar 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Freshmen; Course Evaluation; *Curriculum Development; Delivery Systems; Educational Background; *Educational Improvement; Engineering; Foreign Countries; Higher Education; Instructional Innovation; Lecture Method; *Mathematics; Needs Assessment; *Nonmajors; Remedial Mathematics; Sciences; *Student Attitudes; Student Surveys; Teaching Methods; *Undergraduate Study
IDENTIFIERS- *Confidence

The study reported in this paper represents the first stage of a five-year project aimed at improving the quality of teaching and learning in undergraduate mathematics courses for science and engineering students. Students were surveyed about their confidence in their mathematics background, their confidence with current mathematics topics, and the reasons for any lack of confidence with current mathematics topics. Students also took a diagnostic test before the start of the academic year which helped them enroll in the course most suited to their mathematics background. Students with weak backgrounds were directed to remedial materials to help them overcome their deficiencies. The study highlighted a number of important issues concerning students' mathematics backgrounds, the appropriateness of course material and the method of delivery, the amount of material covered, the speed at which it is covered, the choice of lectures as the principle instructional technique, and the need to re-examine weekly tutorials and

Computer Uses in Education; *Constructivism (Learning); Educational Strategies; *Educational Technology; Evaluation; Heterogeneous Grouping; Plants (Botany); *Scientific Concepts; Secondary Education; *Secondary School Science; Teaching Methods; Thinking Skills

IDENTIFIERS- Conceptual Change

This paper describes the effects of the implementation of constructivist techniques with interactive computer simulations on conceptual understanding of plant nutrition and critical thinking skills in heterogeneously grouped secondary biology classrooms. The study focused on three strategies for teaching plant nutrition: (1) traditional; (2) constructivist; and (3) computer-facilitated. This paper outlines the results on student learning as well as emergent issues concerning implementing technological and pedagogical innovations in high school science classrooms. Results indicated that post-test gains were the greatest for the traditional class followed by the constructivist class, indicating that the traditional class learned the more traditional content. Video data indicated that the students spent significant amounts of time trying to understand the nature of the computer model and how to operate the software. Observations also indicated that there was no closing discussion to help students connect what they learned on the computer to what they had learned from other activities in the class. It was concluded that since there was no significant difference among the post-test gain, open-ended scores, and The Critical Thinking in Biology (TCTB) test, it might be implied that each strategy is as effective as the other in promoting conceptual change and critical thinking skills. Contains 29 references. (JRH)

ED 406 208 SE 059 937

Wilkinson, Keith

Number of Doctoral Scientists and Engineers Grows by 6 Percent between 1993 and 1995.

PUB DATE- 13 Mar 97

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)

DESCRIPTORS- *Doctoral Degrees; Employment Patterns; *Employment Statistics; *Engineers; Equal Opportunities (Jobs); Ethnic Groups; Higher Education; *Scientists; Sex Differences; *Statistical Data

IDENTIFIERS- National Science Foundation

This data brief provides statistical data about the population of scientists and engineers in the United States with doctorates from United States institutions. The report contains data related to the unemployment of scientists and engineers, employment and gender, employment and racial/ethnic identity, and employment in various sectors. The four tables provided are as follows: (1) "Employment Status of Doctoral Scientists and Engineers by Broad Field: 1993 and 1995"; (2) "Doctoral Scientists and Engineers by Employment Status, Sex, and Race/Ethnicity: 1995"; (3) "Employed Doctoral Scientists and Engineers, by Field of Doctorate, Sex and Race/Ethnicity: 1995"; and (4) "Employed Doctoral Scientists and Engineers, by Field of Doctorate and Sector of Employment: 1995." (DDR)

ED 406 209 SE 059 941

Liang, Ling L.

Science (AAAS) as part of Project 2061. "Benchmarks for Science Literacy" consists primarily of statements regarding what all students should know and be able to do in science, mathematics, and technology by the end of grades two, five, eight, and twelve. The purpose of this summary is to answer frequently asked questions about "Benchmarks for Science Literacy". The topics of these questions relate to curriculum reform, the nature of Project 2061 benchmarks, the scope of benchmarks, the developers of benchmarks, utilizing benchmarks, and sources of benchmarks. Question answers are accompanied by reproductions of pages from "Benchmarks for Science Literacy." (DDR)

ED 406 230 SE 059 999

Summary of Awards: Teacher Enhancement Active Awards Fiscal Year 1994.
PUB DATE- 95
NOTE- 129p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Awards; Educational Change; Elementary Secondary Education; *Faculty Development; *Mathematics Education; *Science Education; Teacher Education; *Technology Education

The Teacher Enhancement (TE) program of the National Science Foundation aims to enhance the disciplinary, pedagogical, and leadership skills of science, mathematics, and technology teachers, and to actively involve administrators and others who play significant roles in ensuring a quality education to all students. This publication describes all projects of the Teacher Enhancement program that were active awards as of 1995. Currently TE supports five major categories of projects: (1) local systemic change; (2) teaching enhancement; (3) replication and infrastructure; (4) professional development materials; and (5) professional support for the teaching workforce. The projects are grouped by state. (JRH)

ED 406 231 SE 060 000

Zucker, Andrew A.; Shields, Patrick M.
Evaluation of the National Science Foundation's Statewide Systemic Initiatives (SSI) Program. Second-Year Case Studies: Connecticut, Delaware, and Montana.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Directorate for Education and Human Resources.
PUB DATE- Dec 95
NOTE- 128p.; For the first-year report, see ED 376 047.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Educational Change; Elementary Secondary Education; Mathematics Education; *Program Evaluation; Science Education; Technology Education
IDENTIFIERS- Connecticut; Delaware; Montana; *Statewide Systemic Initiative

During the first and second years of the national evaluation of the Statewide Systemic Initiatives (SSI) program, a sample of 11 case study states was drawn from the universe of awards the National Science Foundation made to 25 states and Puerto Rico. This document reports on three case studies for Connecticut, Delaware, and Montana. The cases provide a level of detail about the SSI program greater than can be captured in analyses cutting across all the SSI's. Each one situates systemic reform audiovisual tutoring program within the media center emphasized listening and comprehension skills. Based upon the Directed Inquiry Audiovisual Activity method, the program involved the media generalist and students in a "who, what, where, when, how" questioning sequence. Instruction entailed the use of television equipment and videotaped recordings of classic poems. Students produced notebooks that included viewing and discussion notes, a poetry book report, and a personal critique of the session. The program achieved its goals and objectives. Teachers and the media generalist worked together and employed poetry tapes to bring about student discussion and analysis of poetry and ultimately student poems. The document includes examples of student poems. (SG)

ED 406 251 SO 023 874

Integrating Women's Issues into Population Education (A Handbook).
PUB DATE- 92
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Curriculum Guides; Developing Nations; Economic Development; Family Planning; *Females; Instructional Materials; Mortality Rate; Mother Attitudes; *Population Education; Population Trends; Teaching Methods; Womens Education

This document seeks to create a greater sense of awareness of the relevance of women's issues to quality of life themes that come within the domain of population education. The handbook provides guidelines on the various modalities of integrating women's issues into population education programs. It offers sample lessons and teaching materials that are suggestive of the type of materials that could be used or adapted by different countries to integrate women's issues into population education programs. The handbook is based largely on research studies, reports, papers, and monographs that have been published in recent decades on various aspects of the theme of women and development and on lesson and teaching materials prepared by national population education programs in Asia and the Pacific, and by UN agencies. Because social, cultural, and religious factors determine the role of women in traditional societies, it will be necessary to adapt the guidelines, materials, and texts to suit national contexts. The document is divided into four sections. Section 1 presents a general discussion of five issues affecting women's status: (1) political recognition; (2) legal recognition; (3) access to education; (4) access to employment; and (5) improving health. Section 2 explores how women's concerns can find entry into the population education curriculum, what major and relevant topics can used to show the role that women can play to achieve the objectives of population education. Section 3 provides procedures for developing a framework for women's issues. Section 4 gives instructional materials on how women's education, employment, roles, equality, and family planning affect population issues. (DK)

ED 406 252 SO 024 074

Van Noate, Judith
North American Indians, A Guide to Research: A Bibliographic Essay.
PUB DATE- 94

from Their Hearts" profiles Toni Morrison, Edith Simpson, Dr. Sarah Garland Jones, Dr. Clarice Reid, Mahalia Jackson, and Katherine Dunham. "They Let Nothing Stand in Their Way" examines the contributions of Bessie Coleman, Mary Fields, Phillis Wheatley, Norma Merrick Sklarek, and Cheryl Miller. "They Broke New Ground" focuses on Ella Fitzgerald, Zora Neale Hurston, Judith Jamison, Lena Horne, and Susan Taylor. "They Did Not Bow to Fear" highlights the work of Tina Turner, Clara Brown, Fannie Lou Hamer, Unita Blackwell, and Yolanda King. "They Stood Up for Other People" chronicles the work of Ida B. Wells, Daisy Bates, Mary Elizabeth Bowser, Charlotte Forten Grinke, Mother Clara Hale, and Ruby Dee. "They Inspired Others to Believe in Themselves" explores the work of Cicely Tyson, Lorraine Hansberry, Jackie Joyner-Kersee, Naomi Sims, Sarah Delany, Dr. Elizabeth Delany, Diana Ross, and Dr. Barbara Lee-Ross. (EH)

ED 406 275 SO 027 047

Schwartz, Donald, Ed.; And Others
Understanding Revolutionary Russia and the Soviet Union through History and Literature, 50 Lesson Plans.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 89
NOTE- 144p.; This publication resulted from a 1989 summer institute at California State University, Long Beach.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communism; Foreign Countries; Literary History; *Marxism; *Russian Literature; Secondary Education; *Socialism; Social Studies; Teaching Guides; *World History
IDENTIFIERS- Russia; USSR

This resource book provides 50 learning activities with background materials for teaching about tsarist Russia and the emergence of the Soviet Union. Use of literature, history, geography, primary sources, various learning strategies are all included. The lessons provide study of 19th and 20th century events to Mikhail Gorbachev and perestroika. Many lesson plans reflect special requirements of the California History/Social Science Framework, which recommends the integration of literature, primary sources, and cooperative learning strategies. (EH)

ED 406 276 SO 027 048

Donato, Clorinda; And Others
The Enlightenment Revisited: Sources & Interpretations. Learning Activities.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 121p.; This publication resulted from a 1992 summer institute at California State University, Long Beach.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Eighteenth Century Literature; *European History; Foreign Countries; *French Literature; Literary History; Neoclassicism; Secondary Education; Social Studies; Teaching Guides; *World History

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Art Activities; *Cognitive Processes; Critical Thinking; *Freehand Drawing; Grade 3; Primary Education; Problem Solving; *Productive Thinking; Visualization; *Writing Processes

This document presents a demonstration of how drawing affects writing, how writing affects drawing, and how both affect the thinking process of students. The third grade students participating in the studies were selected on the basis of their prior performance in reading and mathematics and their identified potential for achievement. The students created a series of drawings and writings. These were analyzed by examining the series for evidence of change in either the drawing or writing, indicating that the student was thinking about the subject differently and/or experimenting with graphic or written ways to give new form to the idea. How successful the student was in terms of communicating the idea was determined by comparing the work to the student's previous work and /or by the response of the student, peers, and/or research staff. The 14 cases chosen for presentation in this document were selected based on the clarity of the changes in the students' drawing and/or writing over time. Examples are provided of each student's work and writing, along with selected excerpts from student reflective narratives. A review of each of the cases presented in this document indicates a positive effect of drawing upon writing and writing upon drawing. The particular effects demonstrated by each case are described and discussed. An appendix includes samples of the Drawing and Writing Questionnaires and the Analysis Drawing and Writing Categories. (MM)

ED 406 301 SO 027 364

Johnson, Marcia L.; Johnson, Jeffrey R.
Daily Life in Japanese High Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Area Studies; Asian Studies; *Comparative Education; Educational Environment; *Educational Experience; Foreign Countries; *Foreign Culture; *Global Education; *High Schools; Role of Education; *School Role; Secondary Education; Social Studies
IDENTIFIERS- ERIC Digests; *Japan

This ERIC Digest asserts that the Japanese education system is one of the most influential agents molding Japanese youth. This influence is especially great due to the large amount of time students spend in schools. Six topics examine aspects of daily high school life: (1) Getting to School; (2) At School; (3) Extracurricular Activities; (4) "Cram Schools"; (5) Entrance Examinations; and (6) Free Time. "Getting to School" emphasizes the way school policies regulate student behavior on the way to and from school, illustrating the schools' limitless responsibility for students, regardless of their location. "At School" explains the importance and organization of the homeroom, lunch activities, school attendance, course selection, and school cleaning and how these activities are conducted to foster responsibility and collectivism.

are not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian History; *American Indians; Ancient History; *Archaeology; Elementary Education; Instructional Materials; Interdisciplinary Approach; Local History; North American History; *Social Studies; *State History; Thematic Approach
IDENTIFIERS- *Arkansas; *Prehistoric Times

This resource packet addresses the need for interpretive materials of the prehistory and early history of the state of Arkansas. These curriculum-focused activities, based on flyers and books created by the Arkansas Archaeology Survey, encourage integration of archaeological and historical study into classroom instruction. The teacher's guide is designed for use with K-5 students and is composed of a preface and three sections. Section 1 describes each component of the packet, including the teacher's guide, activity sheets, and supplementary materials. Section 2 gives 14 activities. For each activity, suggested grade level, materials needed, course content skills, references, ideas, sources, directions, complementary activities, solutions, and activity sheets are provided. Section 3 contains the Arkansas Archeological Survey's flyers that examine aspects of the prehistory and early history of the state. Two books containing reading materials and resource lists also are provided: "Crossroads of the Past: 12,000 Years of Indian Life in Arkansas" (Frank Schambach; Leslie Newell) which gives an overview of the history and ways of life of early peoples who inhabited Arkansas and "Paths of Our Children" (George Sabo III) which offers a brief introduction to the historic Indians of Arkansas. (MM)

ED 406 323 SP 034 382

Lopez, Mary Kathryn
Providing Affordable, Community-Based Tutorial Services for K-8 Students Utilizing Master Teachers as Mentors to Preservice Education Majors.
PUB DATE- 92
NOTE- 100p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *After School Education; College School Cooperation; Elementary Education; *Elementary School Students; Higher Education; *Mentors; Practicums; Preservice Teacher Education; Professional Development; Program Evaluation; Reading Improvement; *Student Teachers; *Tutoring
IDENTIFIERS- Preservice Teachers; *Protege Mentor Relationship

The preservice teacher education practicum described in this practicum paper sought to provide affordable, convenient reading tutorial services for K-8 children. Participants were mentor teachers, preservice teachers, and students from the community. A twilight school was established that provided professional development opportunites for teachers in mentorship positions with preservice teachers from a campus-based college program. Evaluation questionnaires regarding general satisfaction with the program were completed by parents

Teachers

California State University San Marcos (CSUSM) College of Education implemented a Single Subject Credential Program (Secondary Program) in the Fall of 1995. The first part of this paper reviews the program's two-year developmental process, which includes the program's history, vision, and planning. The following areas were determined to be central to the secondary credential: (1) philosophy, goals, and objectives; (2) preservice qualifications and admissions; (3) curriculum and instruction; (4) field experience; and (5) evaluation of the preservice candidate. The second half of the paper describes the implementation of these components during the program's pilot year. Themes identified for implementation purposes are discussed. These are: refining personal philosophies of teaching, understanding teaching as a profession, utilizing the professional knowledge available, developing and sustaining collaborative relationships, becoming reflective practitioners, and maintaining a student focus in all work. (ND)

ED 406 341 SP 037 232

Parker, D. Randall
Integrating Faculty Use of Technology in Teaching and Teacher Education.
PUB DATE- 7 Nov 96
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; *Curriculum Development; *Educational Technology; Elementary Secondary Education; Faculty Development; Higher Education; Preservice Teacher Education; Schools of Education; Surveys; Teacher Educators

Advances in educational technology and its increasing availability in K-12 schools make it incumbent upon colleges of education to look critically at how technology is integrated into teacher preparation programs. In seeking to prepare teachers for the next century, college faculty are increasingly being expected to utilize and model the use of technology; to facilitate its use by their students; and to integrate technology into instruction. Unfortunately, the literature reveals that technology is not systematically integrated into many preparation programs and that the lack of equipment, training, and time often limit opportunities for both faculty and students. This article reports the results of a faculty self-study at Louisiana Tech University regarding: (1) faculty use of technology in planning and instruction; (2) required student use; (3) perceived obstacles to increased use; and (4) faculty interest in professional development in technology. The results have been used to develop a strategic plan to increase faculty use of technology within the college, including external grant development, allocation of additional funds and staff, and faculty collaboration to increase the use of technology instruction. (Contains 17 references.) (Author/ND)

ED 406 342 SP 037 233

Bunderson, C. Victor; Martinez, Margaret
Building an Expert Learning Community in a Preservice "Technology

schools, and a village program that educated students to return to their home villages as teachers. In 1954, the system of separate village institutes were closed. The nation-wide training period for primary teachers was 6 years after primary education or 3 years after junior high school until 1971 when it was extended to 7 years after elementary school. In 1973, the National Education Basic Law mandated higher education for all teachers. As of 1996-97, there are 33 universities in Turkey with primary education departments. Current problems facing teaching and teacher education include: low salaries as compared to other degree-holding professions, curriculum that consists of mainly required courses with few electives; little use of educational technology in teacher education; maldistribution in teachers between urban and rural areas; poor infrastructure; and generally low budgets. (JLS)

ED 406 360 SP 037 252

Joyce, Mark L.
The Development of Resource-Level Expertise and Competencies in Fields of Academic Endorsement.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Bachelors Degrees; College Students; *Degree Requirements; Education Majors; Elementary Education; Higher Education; *Independent Study; Practicums; *Preservice Teacher Education; *Resource Materials; *Student Educational Objectives; *Teacher Competencies; Undergraduate Study
IDENTIFIERS- *Concordia College MI

This prospectus defines a senior project to be completed over three years in partial fulfillment of the requirements for the bachelor of arts degree in elementary education at Concordia College (Michigan). This senior project requires students to document achievement of four goals of a professional development plan: (1) a desire and capacity for self-directed learning; (2) resource-level expertise in two academic fields selected from elementary school curriculums; (3) desire and capacity for ongoing professional growth and development; (4) and leadership in peer inservice or mentoring settings. The prospectus sets objectives to be achieved: In the sophomore year the student must demonstrate ability to develop, initiate, continue, and expand professional conversations, including membership in professional organizations, participation in computer-mediated communication, and initiation of a pedagogical review of the literature in both selected academic fields. The junior year expands on these objectives and additionally requires participation in staff development seminars. The senior year objectives add design, delivery, and evaluation of a needs-based, peer-led inservice or mentoring program in each academic field. To assist the student in meeting these objectives, the prospectus lists questions and situations to be addressed in designing the development plan and also includes a list of assessment measures and indicators for each goal. (CH)

ED 406 361 SP 037 254

Young, Judith C.
National Standards for Physical Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement

commitments that would result. The evaluation concentrated on the organizational interactions and preliminary discussions that took place between school-based and university-based educators. The report focuses on concerns for professional development teachers and their struggles to create a learning community. The first section of the paper profiles the university and the school district, describing vision statement, location, history, leadership, size/enrollment, achievement data, financial picture, environment and reputation, and challenges for the future. The other sections focus on: the history of the partnership, outlining events and outcomes at each stage of the process; contributors and participants; vision statement; development of the partnership; shared understandings of learners, collaboration, professional development, and the PDS partnership; the goals of the partnership; action research as evaluation; lessons learned form the first year; and recommendations for Year Two. (ND)

ED 406 380 SP 037 274

Konzal, Jean L.
A Dilemma for Secondary School Leaders: Developing Common Understandings about "Good" Classroom Practices among Parents and between Parents and Educators.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Educational Attitudes; Educational Change; High Schools; *Instructional Leadership; *Parent Attitudes; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; School Community Relationship; Teacher Attitudes
IDENTIFIERS- Learning Communities; Mental Models; *Reform Efforts

To address the question of whether common ground in the area of school reform is possible among parents, and between parents and educators, a qualitative inquiry used theater scripts created from interviews with parents, teachers, and school administrators. The study was conducted in a small New England town where changing demographics had resulted in a diverse population with a variety of mental models of good schools. Discussions and disagreements had to do with new curriculums in mathematics and social studies. The scripts showed clearly that once educational leaders decide to build communities that include parents they will face many obstacles to common understanding. Some of these obstacles were: diversity of parent backgrounds and mental models, a gap between parent and teacher understanding about what makes a good school, ambivalence about the status of parents in the school community, lack of mutual trust and respect, and time constraints. One conclusion of the study was that educational leaders need to fashion a community in which parents and professionals together construct models of a "good" school. (Contains 39 references.) (LH)

ED 406 381 SP 037 278

Hones, Donald F.
Preparing Teachers for Diversity: A Service Learning Approach.
PUB DATE- 97

Griffith, Cynthia W.
Minority Enrollment Report, Fall Semester 1996. Research Report No. 2-97.
PUB DATE- Mar 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Community Colleges; Comparative Analysis; *Enrollment; *Enrollment Trends; Longitudinal Studies; *Minority Groups; Student Characteristics; Two Year Colleges; *Two Year College Students; White Students
IDENTIFIERS- Piedmont Virginia Community College

Each year, Piedmont Virginia Community College (PVCC) conducts a study to determine longitudinal minority enrollment data and trends to assist those involved in planning student recruitment and retention activities. Data are obtained from the Student Enrollment Booklets compiled each term by the Virginia Community College System. Findings for fall 1996 included the following: (1) 672 minority students enrolled at PVCC during fall 1996, accounting for 16.4% of the student body, a record percentage; (2) among the minority students, 479 were African-American, 96 were Asian/Pacific Islanders, 42 were Hispanics, 7 were American Indians or Alaskan Natives, and 48 classified themselves as other; (3) while the number of African American students enrolled at the college increased by 20.8% between fall 1994 and fall 1995, it decreased by 5.1% between fall 1995 and fall 1996; (4) between fall 1995 and fall 1996, white student enrollment declined by 4.9% and the enrollment of students who were other than African American or white increased by 14.9%; (5) in fall 1996, 19.5% of white and 20.3% of African American students were enrolled full-time; and (6) 24.2% of fall 1996 African American students were enrolled in occupational/technical programs, compared to 16% of white students and 9.8% of students from other ethnic groups. Data tables are included. (HAA)

ED 405 928 JC 970 246

Satterlee, Brian
Executive Leadership Concepts for Higher Education.
PUB DATE- Jan 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication (Thought Transfer); Communication Problems; Efficiency; Higher Education; *Leadership; *Leadership Qualities; *Leadership Responsibility; *Leadership Styles; Models; Organizational Communication; *Systems Approach

Several key concepts shed light on the traits and processes of leadership in educational settings. First, the term leadership can be understood as the act of persuading others to set aside individual concerns and pursue a common goal, with communication representing a key ability of leaders. The Communication Model provides a useful, open systems approach to analyzing the effectiveness of leader-constituent communications. In the model, the inputs of source and receiver are converted by the process of message and channel into an effective or ineffective communication process. The systemic approach to the study of leadership maintains that inputs are resources available to leaders and constituents, throughputs used in kindergarten through third grade, while grades were assigned in fourth and fifth grades, with conferences also available. It was found that most parents thought conferences were the most informative kind of evaluation in terms of helping them help their children. Developmental checklists were the second choice of parents of kindergarten and first grade students, while letter grades and conferences were the first choices of fourth graders' parents. A total of 42% of the parents felt that grades should be based on academic achievement and behavior. The percentage of parents who felt that they knew how to help their children after reading their reports increased with the children's grade level. Students chose conferences as the most informative kind of reporting. Thirty-one figures and the survey instruments are appended. (AC)

ED 405 946   PS 021 192

Ramp, Eugene A., Ed.; Pederson, Colleen Smalter, Ed.
Follow Through: Program and Policy Issues. Proceedings from the Conference on the Feasibility of Follow-Up Studies to the Follow Through Program (Washington, D.C., February 21, 1991).
PUB DATE- Apr 92
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Policy; Elementary Education; *Followup Studies; *Longitudinal Studies; Program Descriptions; Program Effectiveness; *Program Evaluation; *Research Problems; Teacher Education
IDENTIFIERS- Educational Issues; *Project Follow Through; Project Head Start

Participants in this conference urged that arrangements be made for collecting and preserving information about participants, personnel, and organizations involved in the Follow Through Program, and for conducting long-term review studies of the program. Papers presented at the conference were: (1) "A Brief History" (Robert L. Egbert and Marijane E. England), which presents a history of project Head Start and of the four phases of the Follow Through Program between 1967 and 1991 (contains 104 references); (2) "Follow Through Graduates Today" (Garry L. McDaniels), which discusses the value of conducting a follow-up study of the program's graduates; (3) "Lessons Learned" (Russell Gersten and Wesley Becker), which discusses issues relevant to educational change (contains 27 references); (4) "Implications for Teaching" (Mary M. Kennedy), which examines the implications of educational models in the Follow Through Program for teacher learning and education and for children's lives, and the problem of drawing inferences from follow-up studies; (5) "Follow-Up of Follow Through: What Use for Policy?" (Richard F. Elmore), which focuses on problems associated with follow-up studies of planned intervention programs, and on the relationship of a follow-up study to policy; (6) "Potential Benefits of Longitudinal Studies in Education" (Herbert J. Walberg), which relates findings of studies on the influences of educational and psychological environments on children's learning and development (contains 59 references); (7) "Strategies for Subject Identification, Location, and Interviewing" (Sherri Oden), which proposes strategies to be used in follow-up studies of the Follow Through program; and (8) "Recommendations" (Robert Egbert, Edgar Epps, and Garry McDaniels), which proposes that the Department of Education conduct a long-term review of the

IDENTIFIERS- *Hawaii; *Indicators

This KIDS COUNT statistical report is the first to examine indicators of children's well-being in Hawaii. The bulk of the report is comprised of the indicator results and is divided into four major sections: (1) family composition and resources, including children in poverty, children in single parent families, births to single teens, and children with health insurance; (2) infancy and preschool years, including births with low birth weight, infant mortality rate, school readiness, children at risk for developmental problems, immunization rates for 2-year-olds, and child abuse and neglect rates; (3) early school years, including child death rates, children of working parents in after school programs, fourth graders' academic progress, and children with special needs; and (4) adolescence and youth, including eighth graders' academic progress, high school graduation rates, teens not connected to any productive activity, substance use, teenage pregnancy, teen violent deaths, and juvenile arrest rates for violent crimes. County, gender, and ethnicity comparisons are made for some indicators. The report also provides a demographic profile of Hawaiian children, suggests additional indicators that would be useful in Hawaii, compares Hawaiian data to national data, and details the report's methodology and data sources. (KDFB)

ED 405 965   PS 025 109

Make Kids Count in '96: Hawai'i Kids Count 1996 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 111p.; For 1995 Data Book, see PS 025 109.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Child Health; *Children; Dropout Rate; Early Parenthood; Elementary Secondary Education; Family (Sociological Unit); Infant Mortality; One Parent Family; Poverty; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Well Being; Youth Problems
IDENTIFIERS- Child Mortality; *Hawaii; *Indicators

This KIDS COUNT statistical report is the second to examine indicators of children's well-being in Hawaii. The bulk of the report is comprised of the indicator results and is divided into four major sections: (1) family composition and resources, including children in poverty, children in single parent families, births to single teens, and children with health insurance; (2) infancy and preschool years, including births with low birth weight, infant mortality rate, school readiness, children at risk for developmental problems, immunization rates for 2-year-olds, and child abuse and neglect rates; (3) early school years, including child death rates, children of working parents in after school programs, fourth graders' academic progress, and children with special needs; and (4) adolescence and youth, including eighth graders' academic progress, high school graduation rates, teens not connected to any productive activity, substance use, teenage pregnancy, teen violent deaths, and juvenile arrest rates for violent crimes. County, gender, and ethnicity comparisons are made for some indicators. The report also provides a demographic profile of Hawaiian children, suggests conditions needed for children to succeed, compares Hawaiian data to national data, and details the report's methodology and data sources. (KDFB) map of counties; (2) "Key Health Indicators," detailing infant mortality rate, child death rate, low birth weight babies, prenatal care, vaccinations, teen violent deaths, and births to single teens; (3) "Key Educational Indicators," including dropout rates, enrollment figures, and disability data; (4) "Key Economic Indicators," including per capita income, females in the work force, AFDC and food stamp use, child care use and availability, and poverty statistics; (5) "Key Safety Indicators," focusing on youth traffic accidents, juvenile justice, juvenile drug and alcohol use, and child abuse and neglect statistics; (6) "State and County Data Tables," a county-by-county detailing of the key indicators of well-being; and (7) "Sources and Definitions." (KDFS)

ED 405 984 PS 025 175

van Gulden, Holly; Bartels-Rabb, Lisa M.
Real Parents, Real Children: Parenting the Adopted Child.
PUB DATE- 97
NOTE- 279p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Adolescents; *Adopted Children; *Adoption; Adults; Child Development; *Childhood Needs; *Child Rearing; Children; *Emotional Adjustment; Family Counseling; Family Environment; Infants; *Parent Child Relationship; Student Adjustment
IDENTIFIERS- Historical Background

Parenting an adopted child is, for the most part, the same as parenting any other child, but is different in some unique and critical ways related to the child's separation from birth parents and genetic roots. Understanding how a child interprets, understands, and feels about adoption, and why, can help the parent guide the adopted child struggling with issues of his or her adoption. Intended to help adoptive parents help their children, and identify when to seek professional help for resolving emotional issues, this book explores issues of adoption and adjustment for both adopted children and adoptive parents. Chapters in the first section of the book examine characteristics of parenting adopted children, such as bonding, grief and loss, and pre-placement and post-placement stress on the parents. Chapters in the second section explore developmental stages of childhood from early infancy through preschool, middle years, and adolescence. Each of these chapters includes discussion of the family life cycle for that age level, the impact of placement at this age, and how to address difficulties in adjustment. Additional chapters in this section assess the influence of adoption on school performance, examine adoption issues in adulthood, and discuss family factors contributing to a successful adoption. Each chapter contains sources for further reading. (HTH)

ED 405 985 PS 025 176

Marzollo, Jean
Fathers & Babies: How Babies Grow and What They Need from You, from Birth to 18 Months.
PUB DATE- 93
NOTE- 235p.; Illustrated by Irene Trivas.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

methodology for the evaluation, this report details results for each of the five evaluation areas: (1) the nature and extent of implementation of the preschool program; (2) gains achieved by 1995-96 preschool participants; (3) the relationship between program quality and student outcomes; (4) performance of participants compared with that of same-age eligible non-participants and non-eligible peers; and (5) the long-term effects of participation in the program for former participants. Among the results noted are the following: (1) program quality appears to be fairly consistent across individual preschool programs around the state, and parents are generally pleased with the program; (2) at-risk children made more than one month gain for each month in the program in the domains of personal, social, adaptive, gross motor, and fine motor skills; (3) while there were few significant correlations between program quality and student outcomes, those programs with higher total scores on the "Configuration Map for Preschool Programs" also have students whose Proportional Change Index scores are higher in the areas of receptive communication, expression communication, and total communication; (4) kindergarten children who had attended the preschool program were viewed by their teachers as being better prepared for kindergarten than their eligible but non-participating peers, and as prepared as a random group of their non-eligible peers; and (5) with only a few exceptions, the state preschool participants continue to do as well as a random group of peers through the fourth grade on most measures of social skills and academic progress. (HTH)

ED 406 002 PS 025 211

Ziegenhain, Ute; And Others
Quality of Attachment and Continuity or Discontinuity in Maternal Sensitivity over the Infant's First Two Years.
PUB DATE- Aug 96
NOTE- 10p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attachment Behavior; *Infants; *Mothers; *Parent Child Relationship; Parent Influence; Predictor Variables; Primacy Effect
IDENTIFIERS- Predictive Models; Recency Effect; *Security of Attachment

This study examined the impact of various temporal patterns of maternal interactive behavior with their infant on the infant's quality of attachment. The sample consisted of 52 dyads from the Berlin Longitudinal Study of Early Adaptation. Quality of attachment was assessed at 21 months with the Strange Situation Procedure. Nine infants were classified as securely attached: they sought and enjoyed psychological intimacy; 16 as insecure-defended: they avoided intimacy; and 19 as insecure-coercive: they displayed alternately angry and disarming behavior, thus maintaining their mothers' attention; 8 could not be classified. Maternal interaction quality was assessed from videotaped interactions at 3, 6, 9, 12, and 18 months, and the following components of maternal interaction were weighted: (1) sensitive; (2) covertly controlling; (3) hostile controlling; and (4) unresponsive. Prediction analysis was used to determine the association of maternal interaction patterns with later quality of attachment. Results suggested that a recent attachment. Eleven primiparous white, middle class mothers and their children (8 males, 3 females) participated. Mothers averaged 32 years of age and toddlers averaged 18.10 months. A prerecorded dyadic free-play session was coded by an entirely automatic microanalytic technique using the Automatic Vocal Transaction Analyzer, which times the sequence of vocal sounds and silences in the interaction. Time-series regression was used to determine the extent of temporal coordination. Attachment security was measured by the mothers' completion of the Attachment Q-Sort. Results revealed that: (1) the higher the infants' pause coordination with their mothers, the less secure their relationships; (2) infants had a less secure attachment relationship to older mothers; and (3) mothers engaged in more coordination of their vocalizations with those of their older infants. (Contains 23 references.) (Author/KDFB)

ED 406 020 PS 025 241

Robeson, Ramie A.
Temperamental Stability from Birth to Nine Years.
PUB DATE- Apr 97
NOTE- 35p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Child Development; *Children; Individual Development; Longitudinal Studies; Personality; *Personality Assessment; Personality Change; *Personality Development; *Personality Measures; Questionnaires
IDENTIFIERS- *Thomas and Chess Parent and Teacher Questionnaire

This study investigated the long-term stability of the nine temperament subcategories which underlie the Thomas and Chess temperament clusters. A homogeneous sample of 55 children and parents was recruited (26 remained at the final data collection interval) and parents provided questionnaire responses on their child's temperament at 2, 4, 6, 18, and 39 months; and at 5, 6, and 9 years. All children were first-born from European-American, upper middle class, two-parent families living in a midwestern suburb. The sample was evenly divided between males and females. Chronbach alpha coefficients and bivariate correlation coefficients were calculated to assess overall levels of agreement across the eight assessment periods. The results indicated that there was remarkable stability over time in threshold for stimulation, rhythmicity/predictability, activity level, distractibility, mood, response, and adaptability scores, suggesting that these subcategories reflect enduring characteristics of the child. Chronbach alpha levels ranged from .72 to .87. The two final dimensions, persistence and approach, were stable during the infancy period only. The Chronbach alphas for this period were .69 and .63. (Ten tables delineate findings. Contains 10 references.) (Author/KDFB)

ED 406 021 PS 025 242

Fox, Barbara; And Others
Earlier Family Factors and Self-Silencing as Predictors of Depression in Late Adolescence: A Longitudinal Study.
PUB DATE- Apr 97
NOTE- 39p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington,

Education; Preschool Children; *Preschool Education; Program Evaluation
IDENTIFIERS- Australia (New South Wales); Kodaly (Zoltan)

Assuming that young children's involvement in music programs provides a conceptual foundation for subjects such as mathematics, this study examined the impact of music education on mathematics achievement in preschool children. A pseudo-experimental design was used in which 35 preschool children involved in a music program treatment were compared at school entry to 39 preschool children without musical experience. All children were from families with similar socioeconomic levels. The music program was based on Kodaly techniques, sequenced to teach concepts of pitch, dynamics, duration, timbre, and form, as well as skills in moving, listening, singing, and organizing sounds. Children participated in one 1-hour session per week for 10 months. They were compared on the Test of Early Mathematics Ability-2 (TEMA-2). Initial results indicated that the music group had higher TEMA-2 mean scores than children without musical experience. However, musical experience in the home and other pre-existing differences may have contributed to group differences. The experimental group was further divided into two groups, children with home music, and children with no music at home. There were no differences in mathematics achievement between the comparison group and the experimental group without music at home. However, the experimental group with music at home scored higher in mathematics achievement than the experimental group without music at home. Two home music activities were related to mathematics achievement: listening to their own music collection, and listening to a family member sing to them. (Contains 25 references.) (KDFB)

ED 406 037 PS 025 261

Hayden, Jacqueline
Beyond Mr. Bubbles: An Analysis of the Public Image of Early Childhood Care and Education in Western Sydney.
PUB DATE- 96
NOTE- 13p.; In: Australian Research in Early Childhood Education. Volume 1, 1996; see PS 025 254.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care; Day Care Centers; *Early Childhood Education; Films; Foreign Countries; Government School Relationship; Mass Media Role; News Media; *Politics of Education; *Public Opinion; Sexual Abuse; Teacher Student Relationship; Television Research
IDENTIFIERS- *Australia (Sydney); Tabloid Newspapers

In light of "Mr. Bubbles," a case of a preschool operator who was accused and vindicated of sexually assaulting children, this study examined the public image of child care in western Sydney, Australia. Prime time television was reviewed for 1 week, with all channels monitored at least 5 hours per day, concentrating on prime time day and evening time slots. Video stores were searched for films portraying child care situations. From newspapers and tabloids, 100 articles referring to care and education of preschool children were analyzed. Also, 100 persons were surveyed regarding their image of child care. Findings revealed that child care use portrayed on television was nonexistent, whimsical, or misleading. Videos reflected anti-professional, negative, and evil images (e.g., Kindergarten Cop, The Hand that Rocks the Cradle). In the print rich spectrum of reflections on all aspects of family life. The quotations are drawn from philosophers, poets, novelists, psychologists, and child development experts and are divided into the following areas: (1) everyday living, including family communication, love, parenting styles, and play; (2) family relationships, including marriage, fathers and children and mothers and children, and sibling relations; (3) ages and stages of life, including adolescence, living with toddlers, and femininity and masculinity; and (4) the family in society, including historical perspectives, cultural identity, and social problems such as poverty, racism, and sexism. Each quotation includes the source and date. An index of sources concludes the book. (HTH)

ED 406 056 PS 025 304

Hearing on the Contract with America: Nutrition, the Local Perspective. Hearing before the Committee on Economic and Educational Opportunities. House of Representatives, One Hundred Fourth Congress, First Session.
PUB DATE- 1 Feb 95
NOTE- 176p.; Serial No. 104-23. Document contains several pages of small print.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Block Grants; Breakfast Programs; Federal Legislation; *Federal Programs; Federal State Relationship; Financial Support; Hearings; Lunch Programs; *Nutrition
IDENTIFIERS- Congress 104th; *Contract with America; Nutrition Services; Older Americans Act 1965; Personal Responsib Work Opportun Reconcil Act 1996; Senior Nutrition Program; Special Milk Program; Women Infants Children Supplemental Food Program

This hearing transcript presents testimony on the effects of placing federal nutrition programs in state block grants as required by the Personal Responsibility Act, the welfare bill contained in the "Contract with America." Witnesses testified that federal food programs such as Women Infants and Children (WIC), the Senior Nutrition Program, and school lunch, breakfast, and milk programs, are effective; diminished federal support for nutrition programs will create an unfunded liability for states, localities, and private charities; there are problems in predictability and responsiveness of funding levels in a block grant approach to nutrition programs; changes in nutrition programs could result in greater efficiency; and there are problems in proposed capped entitlement approaches. Testimony was offered by: (1) representatives of school districts; (2) the president of a food research center; (3) a director of a hospital WIC program; (4) the executive director of a senior citizens council; (5) the director of a nutrition services program; and (6) representatives from Missouri, Illinois, Pennsylvania, Texas, Rhode Island, and California. (KDFB)

ED 406 057 PS 025 305

Hearings on "Parents, Schools and Values." Hearings before the Subcommittee on Oversight and Investigations of the Committee on Economic and Educational Opportunities. House of Representatives, One Hundred Fourth Congress, First Session.
PUB DATE- 96
NOTE- 151p.; Serial No. 104-53. Document contains several pages of small print.
LANGUAGE- English

rural communities, and consequently students taking part in a school-to-work program must leave as well. It is not uncommon for such a program to consist of bus trips to regional centers where rural people commute or migrate to work. What students learn in the process has less to do with job skills than with the larger implicit lesson: if you want work, you must abandon your community. School-to-work in rural locales feeds several dangerous, though widespread, cultural assumptions: first, that children should spend 12 years of formal schooling with their eyes continually focused on the future (although we have no idea what work will look like in the future, nor how much will be available), and second, that youth should consider their own self-interest before their community's welfare. An honest approach to school-to-work would allow students to explore public policy assumptions and results--to see connections between the work available in their communities and policy decisions made elsewhere. This approach would empower students to make decisions that affect the quality of life in their own place. It would be civic education developed through the application of traditional school subjects to the realities at hand. (SV)

ED 406 074   RC 020 882

Leon, Edgar
The Health Condition of Migrant Farm Workers.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing.
PUB DATE- Jan 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- At Risk Persons; *Communicable Diseases; *Delivery Systems; Elementary Secondary Education; Health; Health Education; *Health Needs; Hispanic Americans; Migrant Children; *Migrant Health Services; Migrant Problems; *Migrant Workers; Migrant Youth; Nutrition; Poverty; Role of Education; Work Environment
IDENTIFIERS- Access To Health Care; *Health Status; *Michigan

This report examines information about the health status of migrant farmworkers, including specific issues related to migrant health services in Michigan. Despite the high rate of families with two wage earners, one-half of migrant farmworker families have incomes below the poverty level. Poverty is associated with poor nutrition and sanitation, which contribute to abnormally high rates of chronic illnesses and acute problems among migrant children. Evidence also suggests that due to misconceptions and lack of information, Hispanic migrants are spreading HIV in the United States and their native countries. Major health issues for adolescent migrant farmworkers include substance abuse, sexuality, mental health, physical health, and occupational health and safety. Another area of concern is tuberculosis, which occurs about 20 times more frequently among farmworkers than the general population. Other health care issues related to migrant farmworkers include confusion about medical needs, domestic violence, cigarette smoking, environmental pollution, drug abuse, poor nutrition, infectious diseases and vaccinations, childhood immunizations, dental health, disabled migrant students, expectations of Latino health professionals, and medical insurance. Recommendations to state education agencies for improving the health delivery system to migrant families by schools and local education agencies are included (pages 10-11), and the characteristics of an ideal health care delivery system for

IDENTIFIERS- *Individuals with Disabilities Education Act
State advisory panels for special education are mandated by the Individuals with Disabilities Education Act (IDEA). Panels are composed of individuals with disabilities, their parents, special education teachers and administrators, and local and state education officials. A random national sample of 200 of the 965 members of IDEA state advisory panels was mailed a 46-item survey questionnaire covering demographics, panel agendas and goals, and members' satisfaction and perceptions of their panel's effectiveness. After three follow-ups, responses were received from 175 panel members for a total response rate of 88 percent. The typical panel member was White, female, and 46 years of age; resided in an urban setting; worked in the field of education; and had a master's degree. Panel size ranged from 7 to 50 members with a mean of 20. The members' perception of panel compliance with legislative and regulatory mandates was the factor that best predicted members' perception of panel effectiveness. Perceived panel effectiveness was also related to members' satisfaction with their roles on the panel and to members' perception that panel functions were fulfilled. Recommendations for state directors of special education are included. Contains 29 references. (SV)

ED 406 091 RC 020 992

Schroth, Gwen; And Others
Effects of Training on Teacher's Stages of Concern Regarding Inclusion.
PUB DATE- Mar 97
NOTE- 12p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Attitude Change; *Educational Change; Elementary Secondary Education; *Inclusive Schools; Inservice Teacher Education; Mainstreaming; Regular and Special Education Relationship; Rural Education; School Districts; Special Education; *Special Education Teachers; *Teacher Attitudes; Teacher Empowerment
IDENTIFIERS- *Change Facilitator Stages of Concern Questionnaire; Facilitators
This paper describes a process that empowered special education teachers in Greenville Independent School District (Texas) to begin moving toward an inclusive model of special education. Specifically, the paper examines special education teachers' levels of concern regarding inclusion during this process. During the summer, 26 special education teachers met to develop goals and plans for implementing inclusion. Following the meeting, teachers completed the Change Facilitator Stages of Concern Questionnaire (CFSoCQ), which was also administered to a control group of 14 special education teachers from a neighboring district. On the CFSoCQ, respondents indicate how accurately 35 items describe their feelings about an innovation. The profiles of the two groups were similar, with teachers showing high levels of concern about information issues and the personal demands of inclusion, and also some concern for how inclusion would be managed. Early in the school year, the Greenville teachers developed a plan for training administrators and teachers about inclusion and for educating shareholders. Following this phase, the CFSoCQ was administered again. The control group's levels of concern remained the same, but those of the Greenville teachers had decreased since the

desired footage is obtained during taping. Many colleges, universities, and state education agencies have their own video production facilities or have access to local companies or freelance producers. If funds allow, the assistance of trained and experienced personnel can ensure a satisfying final product. In addition, effective video materials for instructional use can be easily created through computer technology. Includes resources for commercial video purchases and for video production. Contains 21 references. (LP)

ED 406 107 RC 021 008

Sebastian, Joan P.; And Others
Distance Learners Talk Back: Rural Special Educators Evaluate Their Teacher Preparation Program.
PUB DATE- Mar 97
NOTE- 7p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Delivery Systems; *Distance Education; Elementary Secondary Education; Graduate Study; *Graduate Surveys; Higher Education; Program Evaluation; *Rural Education; *Special Education Teachers; *Teacher Attitudes; *Teacher Education Programs; Teacher Persistence; Teacher Recruitment
IDENTIFIERS- *University of Utah

This paper reports on a study evaluating a graduate-level distance education program that provides special education teacher preparation at rural sites throughout Utah. The program was developed by the University of Utah to address problems associated with teacher recruitment and retention in rural areas. The program uses an "integrated" approach that combines interactive telecommunications technology, prerecorded videotaped courses, and on-site instruction and supervision. A survey examined participants' perceptions of program content and delivery as well as information about teacher retention over an 8-year period. Survey responses were received from 54 of 92 individuals who completed a master's degree in education or special education certification through the program between 1988 and 1996. The average age of respondents was 45 years; all but three were employed in the field of education, the majority being employed in special education; and all respondents had remained in rural settings since completion of the program. Respondents indicated that the most valuable program components were behavior management skills, information on legal issues in special education, and on-the-job-training. They also valued on-site support from university program staff and the opportunity to access the program in their local community. With regard to program delivery, respondents indicated a preference for live on-site instruction, with videotaped courses supported by an on-site facilitator as the next preferred delivery mode. Respondents felt that the most critical challenges confronting rural special education pertain to financial support for local special education programs and educating students with more severe and complex needs in rural school districts. (LP)

ED 406 108 RC 021 009

Hyde, John C.; Drake, Margaret L.
Rural Therapists' Assessment of Capability for Autonomous Practice.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Inclusive Schools; Mainstreaming; *Media Adaptation; *Multimedia Instruction; Regular and Special Education Relationship; Rural Education; *Special Education; *Teacher Education; Technological Literacy; Training
IDENTIFIERS- Oklahoma

Project FIRST (Field-Based Integrated Regular and Special Teacher Training) is an Oklahoma program that funds teacher training on the use of technology and media to adapt instruction for disabled students in the regular classroom. The program provided inservice training to regular teachers in rural Oklahoma school districts and preservice training to undergraduates working toward certification in special education. Participants developed knowledge and skills in using technology and media to modify classroom organization, student response variables, instructional delivery, materials, curriculum, and assessment for students with disabilities. Activities and projects were completed collaboratively by district teams consisting of a regular educator, a special education preservice teacher paired with the regular teacher for a year, and a university faculty member certified in special education. Each team was loaned technology and media hardware and software for classroom use for 1 year. Devices included computer with CD-ROM, laptop computer with projection system, video laser disk player, audiotapes and tape player, videotapes and tape player, overhead projector and transparencies, and augmentative communication devices. Projects included a team portfolio documenting mastery of competencies, a multimedia presentation of sample classroom adaptations, and a parent perspectives conference to demonstrate skills in relating to parents. Participants increased their knowledge and classroom use of technology and continued to integrate technology in their classrooms at 6-month followup. (SV)

ED 406 125 RC 021 026

De Leon, Jozi; Argus-Calvo, Beverley
A Model Program for Identifying Culturally and Linguistically Diverse Rural Gifted and Talented Students.
PUB DATE- Mar 97
NOTE- 8p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; *Art Education; *Culturally Relevant Education; Elementary Education; *Gifted; Hispanic Americans; *Minority Groups; Pueblo (People); *Rural Education; Rural Youth; Special Education; *Talent Identification; Visual Arts
IDENTIFIERS- *Alternative Assessment

Identification of gifted students among cultural and linguistic minority groups and development of culturally relevant gifted programs have been problematic. In addition, although giftedness can manifest itself in many ways, few gifted programs have been established in nonacademic areas, especially in rural settings. This paper focuses on the identification

Development Program on Classroom Practice.
PUB DATE- Mar 97
NOTE- 32p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Oak Brook, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Curriculum Development; Delivery Systems; Educational Change; Elementary Secondary Education; Learning Theories; Mathematics Education; *Professional Development; Science Education; Strategic Planning; Teaching Methods; *Urban Schools
IDENTIFIERS- *Detroit Public Schools MI

The challenges faced by urban schools as they aspire to reform science education are immense. Under the auspices of the National Science Foundation through the Urban Systemic Initiative, teachers and administrators throughout the Detroit (Michigan) Public School system have been deeply involved in a wide array of professional development activities. Although there are many components to the Detroit Urban Systemic Initiative (DUSI), the infusion of extensive professional development opportunities holds great promise to make an impact on positive classroom practice. Systemic Evaluation of the DUSI is multifaceted and targets a variety of outcomes. This study focused on the impact of DUSI professional development activities on actual classroom practice. Data were collected using a variety of methods, including staff development observations, student and teacher surveys, school team case studies, and reports from teacher and administrator focus groups. Evaluation of professional development activities revealed that the overall program was of high quality and tightly aligned with constructivist teaching and learning practices. Results indicated that teachers reported a significant increase in implementing constructivist teaching and learning practices that can be attributed to involvement in DUSI professional development activities. Contains 40 references. (Author/PVD)

ED 406 147 SE 059 797

Ajayi, Olabisi M.; And Others
The Development of a Test of Teacher Knowledge about Biodiversity.
PUB DATE- 23 Mar 97
NOTE- 30p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Oak Brook, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ecology; Elementary Secondary Education; Futures (of Society); *Knowledge Base for Teaching; Professional Development; Science Education; *Teacher Competency Testing; Teacher Qualifications; *Test Construction
IDENTIFIERS- *Biological Diversity

Teachers must have accurate, up-to-date knowledge about biodiversity in order to help prepare world citizens to cope with the problems of decreasing variability on our planet. The objectives of this study were to: (1) develop a reliable, valid test of teacher knowledge about biodiversity; (2) administer this test to K-12 teachers to determine their current knowledge stereotypic features attributed to scientists as reported in earlier studies such as gender, lab coat, eyeglasses, hair, and symbols of research. Categories of students' responses to the statements emerged from the data. Written responses indicated that students had a more realistic view of scientists and their work than the stereotypic images drawn by the students indicated. Results indicate that caution should be used when interpreting the pictures students draw of scientists. Contains 16 references. (Author/JRH)

ED 406 166 SE 059 828

She, Hsiao-Ching
Gender Difference in Teacher-Student Interaction in High- and Low-Achieving Middle School Biology Classes.
PUB DATE- Mar 97
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Biology; *Classroom Communication; Foreign Countries; Junior High Schools; Junior High School Students; Middle Schools; *Science Instruction; Secondary School Teachers; *Sex Differences; *Teacher Student Relationship
IDENTIFIERS- Gender Issues; Middle School Students; Middle School Teachers

The purpose of this study was to investigate the interaction of male and female students with teachers in low-achieving (LAC) and high-achieving (HAC) middle school biology classes. Forty-six students from HAC and 44 students from LAC were observed during a semester for their interaction with their teacher. Findings indicate that males received more teacher-initiated questions, teacher-directed interactions and teacher feedback than females in both HAC and LAC, but the degree of gender differences in those interaction patterns varied from high to low-achieving classes. Males in HAC and LAC received more instances of every kind of teacher feedback than females, but females in LAC received more instances of praise and further questions from the teacher. In HAC males were found to initiate more questions than females while in LAC the females initiated more questions. (Author/JRH)

ED 406 167 SE 059 829

Hammrich, Penny L.
Confronting the Gender Gap in Science and Mathematics: The Sisters in Science Program.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 23 Mar 97
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Strategies; Equal Education; Evaluation; *Females; Grade 4; Intermediate Grades; Mathematics Education; *Science Education; *Sex Differences;

assessment structures. Some gender differences in confidence were found for confidence in mathematics background, but less so for confidence in current studies. Contains 26 references. (Author/PVD)

ED 406 186 SE 059 876

Hilke, Eileen Veronica
Mathematical Modeling. Fastback 392.
PUB DATE- 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Uses in Education; *Constructivism (Learning); *Educational Strategies; Elementary Secondary Education; *Grouping (Instructional Purposes); Higher Education; *Mathematics Instruction; Problem Solving; Relevance (Education); Standards; *Student Evaluation; Technology
IDENTIFIERS- Phi Delta Kappa

Part of the Fastback series from Phi Delta Kappa, this publication provides background information and several educational applications of modeling for use with students from elementary school to college. It contains a rationale for employing mathematical modeling in instruction, specific examples, strategies for grouping students using technology and structuring learning, and a discussion of student assessment in mathematical modeling. Mathematical modeling helps student develop mathematics literacy by enabling them to exchange ideas, learn from one another, identify problems, define problems, and create hypothetical problems. Contains 53 references. (DDR)

ED 406 187 SE 059 877

Boone, William J.; And Others
Race, Gender, Test Length, and Missing Data: Why Estimates of Performance May Be Clouded.
PUB DATE- 22 Mar 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Data Analysis; Educational Change; Intermediate Grades; Junior High Schools; Middle Schools; *Minority Groups; *Racial Differences; *Sex Differences; *Test Results
IDENTIFIERS- Middle School Students

In 1991, Ohio received National Science Foundation (NSF) funding through its Statewide Systemic Initiative (SSI) program. One aspect of the reform effort involved evaluating the performance of middle school students with a test item bank of items from the National Assessment of Educational Progress (NAEP). This paper presents the results of evaluating these data. It explores how unanswered items can effect analysis of such data when it is used to calculate mean performance measures of groups. How "missing" data can influence calculations of group performance is significant, for if particular subgroups do not complete a test in much higher numbers than other subgroups, it is likely that analyzed data may not reflect reality. Analyzed data showed a great disparity in the percentage of blacks and

Resistance to the Implementation of a New Constructivist Science Curriculum for Prospective Elementary Teachers.
PUB DATE- 26 Mar 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; *Constructivism (Learning); Curriculum Design; Educational Strategies; Elementary Education; *Elementary School Science; Higher Education; Instructional Materials; Interviews; Knowledge Base for Teaching; *Physical Sciences; *Preservice Teacher Education; *Reflective Teaching; *Resistance to Change; Science Instruction; Standards; Teacher Attitudes

This study reports on an effort to improve the teaching and learning of physical science for prospective elementary teachers. As part of the effort, a new constructivist science curriculum model was introduced for field testing at a large midwestern university. The purpose of the study was to build a research base to guide future science teaching and learning practices through the exploration of how and why students respond to the new curriculum and how the instructors reflect on the effectiveness and the obstacles of the new approach. The findings of this study suggest that it is important for preservice teachers to have some successful experience in conceptual change concept teaching. The necessity of appropriate alternative assessment techniques is also indicated. Contains 12 references. (DDR)

ED 406 210 SE 059 942

Kurth, Lori A.; Smith, Edward L.
Gender and Cultural Aspects of Elementary Science Conversations.
PUB DATE- Mar 97
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Cultural Context; *Discourse Analysis; Elementary Education; *Elementary School Science; Science Education; Sex Differences
IDENTIFIERS- *Gender Issues

The purpose of this study was to characterize and examine the social context of elementary students' interactions with science through their discourse. The influences of gender and culture on students' science conversations were studied in a semi-structured, student-run, whole class conversational format. Findings indicate that the discussion format allowed students to bring in personal experiences related to their cultural background and to use these examples as opportunities for listeners to experience the speaker's world from his or her own perspective. Additionally, a pattern of gender clustering was observed in students' seating, turn-taking, and content contributions. Students tended to choose next speakers of the same gender. The pattern resulted in a collaborative development of the floor by gender. Same-gender students aligned with and built upon previous speakers' comments. It was concluded that more open-structured formats such as these science conversations showed promise of expanding the discourse activities in its specific and unique state context. The case studies include good practice in mathematics and science education, implementation of the SSI, preliminary impacts of the SSI, and reflections on the SSI. Significant accomplishments are: creation of a new nonprofit institution in Connecticut which is taking its place as a leader in education reform in the state and is supported by many professionals in the mathematics, science, and engineering communities; contribution of the Delaware SSI to the development of draft state curriculum frameworks in both mathematics and science; and the writing of more than 1,000 pages of a new integrated high school mathematics curriculum in Montana. (JRH)

ED 406 232   SE 060 015

The Inventive Thinking Curriculum Project. An Outreach Program of the United States Patent and Trademark Office. Third Edition.
PUB DATE- Jan 97
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Thinking; *Critical Thinking; Elementary Education; Innovation; Inventions; Learning Activities; *Outreach Programs; Parent Participation; *Problem Solving; Thinking Skills

The Inventive Thinking Curriculum Project is one of the many projects included in the national outreach program of the U.S. Patent and Trademark Office. It is designed to be used in conjunction with a thinking skills program as a means of applying critical and creative thinking and problem-solving skills through the activity of creating an innovation or invention. This book contains activities that give children an opportunity to develop their creative potential and synthesize and apply knowledge and skills by creating an invention or innovation to solve a problem. Activities appropriate for all student populations include introducing inventive thinking, practicing the creative part of inventive thinking, practicing inventive thinking with the class, developing an invention idea, brainstorming for creative solutions, practicing the critical parts of inventive thinking, completing the invention, naming the invention, optional marketing activities, parent involvement, young inventors' day, and stories about great thinkers and inventors. (JRH)

ED 406 233   SE 060 017

Williams, Paul H.
Teachers and Students Investigating Plants in Space. A Teacher's Guide with Activities for Life Sciences. Grades 6-12.
PUB DATE- 97
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Data Analysis; Data Collection; Elementary Secondary Education; Foreign Countries; *Investigations; Lesson Plans; *Plants (Botany); *Science Activities; Science Process Skills; *Space Sciences; Teaching Guides
IDENTIFIERS- Ukraine; United States

The Collaborative Ukrainian Experiment (CUE) was a joint mission between the United States and the Ukraine (Russia) whose

NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indians; Interlibrary Loans; Library Catalogs; Library Circulation; Library Networks; Library Personnel; *Library Services; *North Americans; Online Catalogs; Online Searching; Online Systems; *Reference Materials; Reference Services; *Search Strategies

Through descriptions of widely available and helpful sources to find answers about North American Indians, this article highlights some basic library sources such as reference books, reference librarians, electronic indexes, on-line databases, and periodic indexes. In finding books owned by the library about North American Indians, the use of the librarian and of the on-line catalog gains results provided the terms utilized are specific. The books available in most libraries are usually only a small portion of what is available. Reference books and electronic sources such as OCLC (On-line Computer Library Center, Dublin, Ohio) contain information on book locations and bibliographic information. National catalogs and interlibrary loans offer other means of getting books not owned by a library. A list of seven general reference books, five reference books for literature topics, and four bibliographies highlight some of the sources to help in researching American Indian topics. Government document collections hold a large amount of information on North American Indians. After an illustration of the arrangement of microfiche information such as the HRAF (Human Relations Area Files), information on finding articles in periodicals covers a variety of useful indexes and abstracts that are printed, on-line, and on CD-ROM. The alternative sources of electronic information such as E-Mail and on-line discussion groups proved other types of information access. (CK)

ED 406 253 SO 025 597

Chanda, Jacqueline
African Art Teaching Strategies.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *African Culture; *Art; *Art Education; Art History; Elementary Secondary Education; Foreign Countries; Foreign Culture; *Non Western Civilization; Teaching Models
IDENTIFIERS- *Africa; *African Art

Three different models for the teaching of African art are presented in this paper. A comparison of the differences between the approaches of Western art historians and African art historians informs the articulation of the three models--an approach for determining style, another for dealing with analysis, and a third for synthetic interpretation. (DB)

ED 406 254 SO 026 162

Schraff, Anne E.
Beyond the Cherry Tree: Stories of the Presidents.
PUB DATE- 96
NOTE- 175p.

IDENTIFIERS- *Age of Enlightenment; France

This resource book provides 26 learning activities with background materials for teaching about the Enlightenment. Topics include: (1) "What Was the Enlightenment?"; (2) "An Introduction to the Philosophes"; (3) "Was the Enlightenment a Revolt Against Rationalism?"; (4) "Were the Philosophes Democrats? A Comparison of the 'Enlightened' Ideas of Voltaire and Rousseau on Democracy and Equality"; (5) "What is the Significance of the Term Enlightenment in the Context of the 18th Century?"; (6) "Were the Philosophes Atheists?"; (7) "How was French Society Portrayed in the 'Encyclopedie?'"; (8) "Were the Philosophes True Philosophers, or Illogical Extremists?"; (9) "Did the French Philosophes Inspire the French Revolution?"; (10) "The Salon' as a Center for Enlightenment in the 18th Century"; (11) "Reader's Theater on the Salon'"; (12) "How Important Were the Periodicals and Coffeehouses to the Enlightenment?"; (13) "How Did the Enlightenment Account for the Existence of Evil Governed by a Benevolent God?"; (14) "How Did the Enlightenment View the Role of Women?"; (15) "Were the Enlightened Despots Enlightened?"; (16) "What Were Montesquieu's Views on Government?"; (17) "What Are the Democratic and Totalitarian Implications in Jean Jacques Rousseau's 'The Social Contract and Discourses?'"; (18) "What Influence Did the Enlightenment Have on Citizen Rights for Men and Women during the French Revolution?"; (19) "Is There a Relationship between Enlightenment Ideals and Architecture?"; (20) "What Enlightenment Themes Were Reflected in Eighteenth Century Poetic Form?"; (21) "How Did the 'Salon' Serve as a Forum for Political Ideas?"; (22) "Did the European Enlightenment Influence the American Revolution?"; (23) "How Did the Philosophes of the Enlightenment Address the Issue of Slavery?"; (24) "How Did Immanuel Kant Influence Ralph Waldo Emerson?"; (25) "Can Thomas Jefferson Be Considered a Product of the Enlightenment?"; and (26) "Was There a Russian Enlightenment?" (EH)

ED 406 277 SO 027 050

World War II Informational Fact Sheets.
PUB DATE- 95
NOTE- 93p.; A product of the 50th Anniversary of World War II Commemoration Committee.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- American Indian Studies; Archives; Elementary Secondary Education; Minority Groups; Modern History; Social Studies; *United States History; Womens Studies; *World History; *World War II

This commemorative book provides numerous fact sheets on various aspects of World War II, both on the fighting front and the homefront. Replicas of posters of the war era, descriptions of battles with maps, contributions of women and minorities to the war effort, even music of the wartime era, add to this collection of resource materials useful to the classroom teacher building a unit on teaching about the U.S. involvement in World War II. The booklet was created to honor veterans of World War II, their families and those who served on the homefront. (EH)

ED 406 278 SO 027 052

"Extracurricular Activities" examines the types of clubs students participate in and the way that relationships formed in these clubs lay the foundations for future relationships in society. "Cram Schools" characterizes the different types of after school "cram schools" where approximately 60% of Japanese high school students go for supplemental lessons, and describes their role in an overall educational system designed to prepare students for school entrance examinations. "Entrance Examinations" lists the subjects tested and describes the supreme role these examinations play in determining future careers and opportunities. "Free Time" illustrates the way Japanese students spend their time outside of school, including the amount of time devoted to homework, relaxing, and socializing. (Contains seven references.) (MLJ)

ED 406 302 SO 027 367

Martorella, Peter H., Ed.
Interactive Technologies and the Social Studies. Emerging Issues and Applications.
PUB DATE- 97
NOTE- 134p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Citizenship Education; Computer Assisted Instruction; *Computer Literacy; Computer Uses in Education; Distance Education; *Educational Technology; Elementary Secondary Education; Information Literacy; *Information Technology; Instructional Development; Instructional Materials; Internet; Multimedia Instruction; Online Searching; Online Systems; *Social Studies; *Technological Literacy; Telecommunications

This book includes contributions from seven authors with diverse backgrounds, whose specializations include the area of social studies education, software development, computer science, and visual design. The chapters are: (1) "Online Learning Communities: Implications for the Social Studies" (Lynn A. Fontana); (2) "Bringing Preservice Teachers Online" (Charles S. White); (3) "Multimedia in a Visual Society" (Peter H. Martorella); (4) "Technology and the Darkside: Hate Online" (Milton Kleg); (5) "Information Technology and Civic Education" (Richard A. Diem); and (6) "Knowledge-Based Learning Environments: A Vision for the Twenty-First Century" (Patrick J. FitzGerald; James C. Lester). An index is included. (CB)

ED 406 303 SO 027 419

Burlbaw, Lynn M.; Price, Margaret A.
Fractured History and Geography: An Examination of Why Students Choose "Wrong" Words To Write and Talk about Social Studies Topics.
PUB DATE- Nov 96
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, DC, November 23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; Concept Formation; Elementary School Students; Elementary Secondary Education; *Error Patterns; *Geography; *History; Humor; Knowledge Level; *Language Processing; *Misconceptions; Secondary School

and mentors; these questionnaires served to measure the overall success of the twilight school. Outcomes of the practicum were positive: all objectives were reached successfully with positive feedback from all groups participating; mentorship provided a means for professional development of teachers, twilight school provided a reliable source of income for teachers as well as affordable, accessible, and amenable tutorial service for community children. A mission statement, and copies of teacher/mentor survey, mentor evaluation, parent evaluation, parent application, skills checklists, mentor coordinator's job description, individual instructional plan, and mentor's job description are appended. (Contains 27 references.) (LL)

ED 406 324 SP 035 124

Lockwood, Anne Turnbaugh
Staff Development for Multicultural Education.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Awareness; Educational Researchers; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Higher Education; *Inservice Teacher Education; Interviews; Longitudinal Studies; *Multicultural Education; *Participant Satisfaction; Personal Narratives; Preschool Education; *Program Effectiveness; Public Schools; School Restructuring; Secondary School Teachers; Teacher Attitudes; Teacher Participation
IDENTIFIERS- Wisconsin

This publication deals with the topic of staff development for multicultural education and examines how schools should prepare their staffs for implementing an education that is truly multicultural. The document begins ("Tell Me What You've Learned So Far") by reporting on a staff development research study conducted by Christine E. Sleeter, Professor of Teacher Education at the University of Wisconsin-Parkside. Her study was conducted to determine how much teachers benefited from quantitatively intensive staff development experiences in multicultural education--experiences that were, however, representative of the content with which most teachers are presented during workshops or inservices on multicultural education. In an interview, Sleeter tells about the study, her findings, as well as implications for the restructuring of schools. In a second interview ("Telling the Whole American Story"), James Carroll, a teacher/participant in Sleeter's 2-year multicultural education staff development project reflects on what he gained from the experience and what remains to be done for multicultural education in public schools. (LL)

ED 406 325 SP 035 387

Battista, Donna
Playful Teaching Workshop Sampler. Classroom Play Ideas for Early Childhood Educators.
PUB DATE- 94
NOTE- 25p.; Presented at the Annual Meeting of the Midwest Association for the Education of Young Children (Peoria, IL, April 20-23, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

for Teachers" Course.
PUB DATE- Oct 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community; *Computer Assisted Instruction; *Course Objectives; Educational Technology; *Education Courses; Elementary Secondary Education; Higher Education; Models; Preservice Teacher Education; *Student Role; *Teacher Role; Teaching Methods
IDENTIFIERS- *Brigham Young University UT

A model for transforming the role of the student has been developed based on principles of organizational theory, change management, and the research concerning implementation of computer and telecommunications technology in schools. This model, called "Expert Learning Communities," has been applied in the design and implementation of a preservice teacher education course, "Technology for Teachers," taught in the Instructional Psychology and Technology Department at Brigham Young University (Utah). The goal of the course is to provide specific instruction, tasks, and projects enabling preservice teachers to: practice the student role as researcher and communicator; observe course instructors as they model the teacher role in an expert learning community; and perform as junior teachers or experts working on projects of substance. The strategic plan followed in the course offers six key strategies for creating and maintaining an effective expert learning community: (1) commitment to improving the esprit, morale, and climate of the learning community; (2) using multiple improvement cycles; (3) representing the domains of expertise, called work models; (4) developing and following a multidisciplinary curriculum plan; (5) introducing new tools (computer setups that permit certain role shifts to occur); and (6) administration (roles, rules, and planning documents). Each of these elements of the strategic plan is illustrated with examples and graphics. (Contains seven references and five web site addresses.) (Author/ND)

ED 406 343 SP 037 234

Hillkirk, Keith; And Others
Strengths and Challenges of a Rural Professional Development Collaborative.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *College School Cooperation; Cooperative Programs; Educational Change; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; *Partnerships in Education; Rural Areas; *Rural Education; Teacher Collaboration
IDENTIFIERS- Ohio (Southeast)

Educators from public schools and universities in 13 southeastern Ohio counties formed the Southeastern Regional Professional Development Center (SERPDC) in 1991 to address the needs of rural teachers for purposeful professional interaction and staff development. In 1992, state funding was provided for the SERPDC center, serving the Appalachian area of Ohio. The area is poor but there is a strong tradition of self-reliance with a

(ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Curriculum; Elementary Secondary Education; Health Promotion; Higher Education; *Physical Education; Preservice Teacher Education; Program Design; *Standards; *Student Educational Objectives
IDENTIFIERS- ERIC Digests; Healthy People 2000; *National Physical Education Standards

Quality physical education programs taught by well-trained physical education specialists are an integral part of the total education of a child. This Digest describes the history and development of national standards for physical education by the National Association for Sport and Physical Education (NASPE). In 1995, NASPE published a general description of content standards by grade level and a variety of techniques appropriate for assessing student achievement. The National Standards for Physical Education indicate that a physically educated student: (1) demonstrates competency in many movement forms and proficiency in a few; (2) applies involvement concepts and principles to the learning and development of motor skills; (3) exhibits a physically active lifestyle; (4) achieves and maintains a health-enhancing level of physical fitness; (5) demonstrates responsible personal and social behavior in physical activity settings; (6) demonstrates understanding and respect for differences among people in physical activity settings; and (7) understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. To achieve these standards a quality physical education program focuses on health-related fitness and behavioral competencies and motor skills needed for lifelong engagement in healthy and satisfying physical activity. Implications for instruction and program support are indicated. (Contains 14 references.) (LL)

ED 406 362 SP 037 255

Genzuk, Michael
Diversifying the Teaching Force: Preparing Paraeducators as Teachers. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Alternative Teacher Certification; Cultural Pluralism; Elementary Secondary Education; Financial Support; Higher Education; *Minority Group Teachers; *Nontraditional Education; *Paraprofessional School Personnel; Social Attitudes; Teacher Education Programs; *Teacher Recruitment; *Teaching (Occupation); Teaching Conditions
IDENTIFIERS- ERIC Digests

Paraeducators are school employees whose responsibilities are either instructional in nature or who deliver other services to students. Large numbers of paraeducators have expressed a desire to become professional teachers. Because many

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; College Freshmen; College Sophomores; *Cultural Awareness; *Cultural Pluralism; Elementary Secondary Education; Higher Education; Introductory Courses; *Multicultural Education; *Preservice Teacher Education; *Service Learning; Student Reaction; Teacher Education Curriculum; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Diversity (Student)

Service learning in preservice teacher education helps students to understand themselves and diverse members of the community, develop intercultural competence, and investigate more deeply what it means to be a member of the community. "Human Diversity, Power, and Opportunity in Social Institutions," is an introductory course that requires reading, writing, discussion, and a 10-week service learning project in the community. The students, mostly middle class, European Americans from small towns and suburbs in Michigan, volunteer in settings that bring them into contact with diverse ethnic, socioeconomic, and linguistic groups. To study how students' lives were affected by their community experiences three exemplary stories were constructed using narrative analysis. These stories suggested that the narrative is a form through which preservice teachers can better interpret the educational lives of diverse learners and their own roles in those lives. By linking their personal stories with those of children and adults in schools and communities, preservice teachers can learn to recognize the needs, aspirations, and contributions of diverse Americans. (Contains 39 references, and 2 charts on methods in multicultural education.) (LH)

ED 406 382 SP 037 280

Saurino, Dan R.; And Others
Collaborative Team Action Research in The Middle Grades: A Tool for Professional Development.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Action Research; College Faculty; Curriculum Development; Elementary School Teachers; *Faculty Development; Higher Education; Intermediate Grades; Junior High Schools; *Middle Schools; *Teacher Collaboration; Teacher Educators
IDENTIFIERS- *Middle School Teachers; *Teacher Researchers

Action research begins with a question of interest to the researchers. Once the question is answered or progress is made toward answering it, action is taken. Data collected throughout the process are analyzed and conclusions are made. The process begins again with either a new question or a modification of the old question. Collaborative team action research involves teams of researchers including teachers, university researchers, and sometimes students. A major goal of action research is to help teachers and administrators develop professionally while university researchers keep abreast of are processes by which these resources are converted into outcomes, and feedback is the communication of outcomes assessment back into the system. Another key concept of leadership is the vision community, formed when leaders have a vision and create a desire in others to make the vision a reality, while to be successful in the 21st century, leaders will need to acquire new skills related to systems thinking, change management, and team building. College leaders should also be aware of the development of leadership theory, including classical, behavioral, and modern approaches. Finally, while Total Quality Management has been implemented by some educational leaders, these efforts have been less successful than expected, primarily because top administrators often exempt themselves from the processes. Contains 11 references. (HAA)

ED 405 929 JC 970 247

The Fact Book: Report for the Florida Community College System.
PUB DATE- Jan 97
NOTE- 193p.; Most of the report is printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *College Programs; Community Colleges; Degrees (Academic); Educational Finance; *Enrollment Trends; Full Time Equivalency; Governance; Intellectual Disciplines; Program Costs; Salaries; *School Personnel; *School Statistics; State Surveys; *Student Characteristics; Tables (Data); Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Florida Community College System

Designed to convey timely, accurate, and comparative information about Florida's 28 community colleges, this fact book provides descriptive and statistical data on enrollment trends, college personnel, educational finances, and governance from 1991-92 through 1995-96. The report opens with a brief historical overview of the state system from its beginnings in 1933 to the present, including a list of the 28 colleges and their years of establishment and a description of Florida's community college funding policy. Next, data tables are presented on the state's community college students, including: (1) fall headcount enrollment by full-/part-time status, ethnicity, and gender; (2) annual headcount enrollment by college and for disabled students; (3) full-time equivalent (FTE) enrollment by program area, college, and discipline; (4) program enrollment headcount by program area, vocational program area, award type, and college by ethnicity and special populations; and (5) degrees and certificates awarded by type, college, and ethnicity and gender. Data on system employees is then provided, including employees by occupational activity, fall 1996 full- and part-time status, and fall 1996 average salaries. Finally, data are presented on system finances, including revenues and expenditures for 1995-96, fall 1996 student fees, annual cost analysis expenditures and percentages by college and function, a full cost summary per FTE for 1995-96, and a facilities inventory and value estimate for 1996-97. A glossary of terms, a roster of the Division of Community Colleges, and a list of 1997 Community College Presidents are attached. (HAA)

ED 405 930 JC 970 248

Soltys, Frank W.
Pima Community College Service Learning Handbook.

Follow Through Program (contains 25 references). (BC)

ED 405 947 PS 024 207

Durkin, Lisa Lyons, Ed.
First Teacher, Volume 16, 1995.
PUB DATE- 95
NOTE- 241p.; For volume 15, see PS 023 494; for volume 17, see PS 025 157.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Adventure Education; Classroom Techniques; *Discovery Learning; *Field Trips; *Holidays; Learning Activities; *Outdoor Education; Preschool Curriculum; Preschool Education; *School Readiness; Student Adjustment
IDENTIFIERS- *Circle Time

These six theme-oriented newsletter issues present specific curriculum planning ideas and activities for teachers of young children. The theme of the January/February 1995 issue is "Circle Time." This issue offers many activities for circle time in the areas of math, science, language development, music, movement, and social studies. The theme of the March/April 1995 issue is "Look Up!" This issue focuses on what children can learn by observing the sky, stars, moon, birds, airplanes, insects, and rainbows. "On the Move!" is the theme of the May/June 1995 issue; it focuses on successful field trip planning and implementation both away from school and in a child's imagination. The theme of the July/August 1995 issue is also "On the Move!" This issue focuses on outdoor classroom activities in backyards, beaches, gardens, and the natural world. The theme of the September/October 1995 issue is "Beginnings." This issue focuses on the child's first experience with a structured school program and what can be done in preparation for a smooth transition. The theme of the November/December 1995 issue is "Let's Celebrate." This issue focuses on techniques for celebrating traditional holidays and creating new traditions for celebration. All issues provide a section listing vendors and advertisers who are retailers of educational materials for youngsters. (SD)

ED 405 948 PS 024 867

Diamond, Franna, Ed.
All Our Children: Massachusetts Kids Count 1994.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 94
NOTE- 119p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Health; *Children; Day Care; Early Childhood Education; Early Parenthood; Elementary Secondary Education; Employed Parents; Family (Sociological Unit); Mothers; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Welfare Recipients; *Well Being
IDENTIFIERS- *Indicators; *Massachusetts

This Kids Count report examines statewide trends from 1990 to 1994 in the well-being of Massachusetts' children. The statistical portrait is based on indicators of well-being in five areas: (1) economic well-being of children and their

ED 405 966 PS 025 110

West, Lillie S.
Institutionalization of Developmentally Appropriate Practices in Primary Grades.
PUB DATE- Nov 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Curriculum Development; Developmental Stages; *Inservice Teacher Education; Literature Reviews; *Primary Education; Program Effectiveness; Public Education; *Staff Development; Teacher Education; Training Methods; *Transfer of Training
IDENTIFIERS- *Developmentally Appropriate Programs; Mississippi

The introduction and implementation of new educational programs has occurred in public education throughout its history, and staff development has been the primary means by which new programs have been introduced to teachers and administrators. The focus of staff development programs has been on the acquisition of theory and of skills, with the assumption that transfer of skills would occur in the classroom. This literature review investigated the training factors that affect the institutionalization (the sustained use or integration of practices into the regular school program) of developmentally appropriate practices in grades K-3. It was organized around two major works. Bredekamp (1987) defined developmentally appropriate practices as those that develop the physical, emotional, social, and cognitive growth of young children. Age appropriate and individual appropriate learning experiences are to be provided through play and social interaction. Nelson (1989) defined transfer of training as the use of skills learned in training at the workplace, affected by components of the training program, participant attitudes, and stages of teacher development. The review's purpose was to define and identify developmentally appropriate practices and to determine the factors that affect transfer of training. The review revealed the importance of frequent assessments of a program to determine the effectiveness and maintenance of skills provided in training, and it recommends refresher training to ensure maintenance of these training skills. Contains 34 references. (WJC)

ED 405 967 PS 025 117

Levy, David L., Ed.
Speak Out for Children. Winter 1995 through Summer 1995.
PUB DATE- 95
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Advocacy; Child Custody; Child Development; *Children; *Childrens Rights; *Child Support; Child Welfare; Divorce; Financial Support; *One Parent Family; *Well Being
IDENTIFIERS- Childrens Rights Council

These three newsletter issues, published by the Children's Rights Council (CRC), are concerned with the healthy development of children of divorced and separated parents. Feature articles in issue number 1 of this volume are: (1) "Commission to Focus on Custody/Access"; and (2) "Congress to Move on Welfare Reform." Feature articles in issue number 2 are: "House Passes License Revocation as Part of Welfare/Support Bill"; "Some Unhappy with

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; Child Health; Child Rearing; *Developmental Stages; Father Attitudes; *Fathers; *Infant Behavior; *Infant Care; Infants; *Parent Child Relationship; Parent Influence; *Parenting Skills; Parent Role
IDENTIFIERS- Baby Talk; Infant Feeding; Infant Smiling; *Infant Stimulation

This book provides fathers with specific developmental theory and practical skills and advice concerning how babies grow and what they need from fathers from the time they are born until they turn 18 months. Each chapter provides information and theory on age appropriate play activities and specific information on a baby's growth and developmental changes. Chapter 1 focuses on the newborn baby. Advice is provided on a variety of topics including feeding, handling, soothing, bathing, diaper changing, and sleeping patterns. Chapter 2 describes the baby from 1 to 6 months old. Topics addressed include solid food feeding, dressing, crawling, sitting, discipline, smiling, thumb sucking, routines, rolling over, and teething. Chapter 3 focuses on the baby from 6 to 9 months old. Topics include weaning, feeding, napping, mirrors, music, teaching, reaching, grasping, positive reinforcement, and stranger anxiety. Chapter 4 describes the 9- to 12-month-old baby. Topics addressed include crawling, sitting, stair climbing, baby sitters, saying goodbye, walking, safety, communication, reading, and first birthday parties. Chapter 5 focuses on the baby 12- to 18-month-old. Topics addressed include cup use, spoon use, scribbling, cruising and walking, first words, body parts, personality, self-awareness, self-esteem, and shyness. (SD)

ED 405 986 PS 025 177

Sohoni, Neera Kuckreja
The Burden of Girlhood: A Global Inquiry into the Status of Girls.
PUB DATE- 95
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Children; *Daughters; Educational Discrimination; Equal Education; Equal Protection; *Females; Feminism; Foreign Countries; Sex Bias; Sex Differences; *Sex Discrimination; *Sex Role; Sex Stereotypes; Womens Education; Womens Studies; *Youth Problems
IDENTIFIERS- Equality (Social); *Gender Gap; *Gender Issues

Historically, the status of girls has evoked much less interest than that of women. Recently emerging scholastic and strategic study concerning the vulnerability of girls, and the impact the neglect has on the status of women, is adding a vital missing link to the discourse on women and development. This book examines the status of girls and demonstrates that acculturation and development processes favor boys over girls. It moves from the premise that due to their age and gender, girls experience the consequences of gender discrimination even more than women, and the burden is borne by girls universally, irrespective of societal or personal socioeconomic levels. Recognizing that girlhood precedes, presages, and defines womanhood, the book seeks to explain to development strategists and scholars, as well as to feminists, that the key to women's development lies in the extent to which girls are protected, nurtured, and empowered. The book draws on comparative cross-experience of maternal sensitivity seemed to be of more impact than a more continuous experience. Sensitive mothers seemed to be able to provide continuously "good enough" care but also improved in their behavior over time. Mothers of defended children were primarily characterized by covertly controlling behavior displayed continuously, but with improvement. Mothers of insecure-coercively attached infants had a strong component of unresponsive and/or hostile behavior as a nearly continuous pattern over the first 18 months. Unresponsive and/or hostile behavior, especially at the beginning of the mother-infant relationship, seemed to be of additional impact for later insecure-coercive attachment quality. (KDFB)

ED 406 003 PS 025 213

Schooley, Teresa L.; And Others
Kids Count in Delaware: Fact Book, 1996.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Births to Single Women; Birth Weight; Child Health; *Children; Demography; Dropout Rate; Early Parenthood; Family (Sociological Unit); Mortality Rate; Out of School Youth; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Violence; *Well Being; Youth Problems
IDENTIFIERS- *Delaware; *Indicators

This Kids Count report investigates statewide trends in the well-being of Delaware's children. The statistical report is based on 10 indicators of child well being: (1) births to teens; (2) low birth weight babies; (3) infant mortality; (4) child deaths, children 1-14 years; (5) teen violent deaths; (6) juvenile violent crime arrests; (7) high school dropouts; (8) teens not in the labor force and not in school; (9) children in poverty; and (10) children in one-parent households. This report focuses on births to teens as a contributing factor to, and an outcome of, many of the other indicators. Data on teen birth rate are reported for each Delaware county, statewide, and state census tract, and nationwide. Data on indicators are reported for 1993, and for 3-, 5-, and 10-year averages. Findings indicate that Delaware ranks better than the U.S. 5-year average on child deaths, teen violent deaths, high school dropouts, idle teens, and children in poverty; and worse than the national average on the other indicators. The appendix contains 63 tables of data related to the 10 indicators. (KDFB)

ED 406 004 PS 025 219

Meal Pattern Requirements for Child and Adult Care Food Program: Participant's Workbook. Revised.
PUB DATE- Nov 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Day Care; *Day Care; Early Childhood Education; Food Standards; Health; *Nutrition
IDENTIFIERS- Child Nutrition Programs; Food Preparation; *Food Selection; *Meal Patterns; Meal Programs; Menu Planning;

DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; Assertiveness; Child Rearing; Children; *Depression (Psychology); Elementary Secondary Education; Emotional Disturbances; *Females; Longitudinal Studies; *Parent Child Relationship; *Parent Influence; Parenting Skills; *Parent Role; Parents; Personality; Personality Problems; Self Concept; Self Esteem; Sex Differences; Sex Role
IDENTIFIERS- Gender Issues

A construct labeled "self-silencing" or "loss of voice" as an aspect of female social development is emerging in current literature, and it is postulated that suppression of expression prescribes a more passive and muted role for women and lies at the root of depression in women. This study was a longitudinal project examining earlier parenting and family factors as predictors of late adolescent adjustment outcomes. Family reports of parental behavior and adolescent self-reports of self-silencing and depression were obtained during the fifth, seventh, and twelfth grade years. Findings suggested that more Aware Parenting behavior (consisting of support, attentiveness, responsiveness, receptivity to emotions, and guidance), as measured in both the fifth and twelfth grades, is related to lower levels of self-silencing and depression in late adolescence in both girls and boys. More punitive and restrictive parenting behavior, as measured in the seventh grade year, was related to higher levels of self-silencing and depression in late adolescence. Findings also supported the hypothesis that self-silencing is a mediator of the long-term and immediate effects of parenting on late adolescent depression for both girls and boys. (Contains 15 references.) (SD)

ED 406 022 PS 025 243

DeAngelis, Karen; Rossi, Robert
Schools Serving Family Needs: Extended-Day Programs in Public and Private Schools. Issue Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *After School Programs; Catholic Schools; Day Care; Elementary Education; Enrichment Activities; Enrollment; *Extended School Day; Low Income; Private Schools; Public Schools; Rural Schools; Social Change; Urban Schools
IDENTIFIERS- *Access to Services; School Based Services

Noting the increase in school-based extended-day programs, this Issue Brief updates and expands upon previous findings by presenting data on extended-day programs drawn from the 1987-88, 1990-91, and 1993-94 Schools and Staffing Surveys, conducted by the National center for Education Statistics. Findings include the following: (1) availability of extended-day programs increased in all types of elementary schools, but were more often found in private schools than in public schools; (2) extended-day programs were least available in rural schools; (3) extended-day programs were consistently more media, negative images of child care outweighed positive images, with child care most frequently portrayed as an employment-related issue connected to economic rationalism. Slightly over half the respondents in the survey had a negative impression of child care and only 10 percent had positive comments about it. A large majority (80 percent) did not see a need for child care providers having a professional status, thought that child care was not well represented in the media (98 percent), and mentioned that abuse is the area that they hear about most (68 percent). (Contains eight references.) (KDFB)

ED 406 038   PS 025 262

Holland, Annette
Dads, Data and Discourse: Theory, Analysis and Interpretation in Parenting Research.
PUB DATE- 96
NOTE- 9p.; In: Australian Research in Early Childhood Education. Volume 1, 1996; see PS 025 254.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; *Fathers; Foreign Countries; *Individual Psychology; Interdisciplinary Approach; Interviews; Life Style; *Parent Attitudes; Parent Role; Personality; Personality Traits; Questionnaires; Research Design; *Theories
IDENTIFIERS- Australia; Life Tasks (Adler); *Symbolic Interactionism

This paper discusses the use of theoretical premises in the design and implementation of a study of men's perceptions of fatherhood. Forty Australian fathers participated in small discussion groups over a 7-week period regarding contemporary fatherhood. Data were collected using questionnaires, including the Perception of Parental Role Scales, the Social Interest Index and Social Interest Scale, and the Lifestyle Scale. The experience of fatherhood was explicated using constructs from symbolic interactionism and individual psychology. By examining the data from these theoretical perspectives, a synthesis was created between issues which stem from social structures and those which exist at a personal level. Several findings emerged: (1) fathers perceived their highest frequency of involvement to be in meeting children's emotional needs; (2) 70 percent held values congruent with high social interest, cooperation, and altruism and valued fatherhood experiences related to sharing affection and experiences with their children; (3) most fathers experienced the balance of work, family, and leisure as problematic; and (4) lifestyle priorities indicated parenting style and contributed to involvement in the father role. The results indicated that an interdisciplinary synthesis requires clear links between theory, methodology, and data analysis. (Contains 22 references.) (KDFB)

ED 406 039   PS 025 263

Kearns, Karen
Staff Supervision in Long Day Care Centres in New South Wales.
PUB DATE- 96
NOTE- 16p.; In: Australian Research in Early Childhood Education. Volume 1, 1996; see PS 025 254.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; Government Role; Hearings; Moral Values; Parent Attitudes; Parent Role; *Parents; *Parent School Relationship; Parent Student Relationship; Public Schools; School Role; Sex Education; *Values; *Values Education
IDENTIFIERS- Character Development; Character Education; Congress 104th

These hearings transcripts present testimony regarding parents' and schools' roles in teaching values to school age children, the federal funds involved in values education, and the remedies available to parents who may object to or be offended by some of the topics taught and the vehicles used to teach these topics. Witnesses included: (1) representatives from Delaware, California, Wisconsin, Michigan, and Ohio; (2) William Bennett, former Secretary of Education; and (3) several parents, teachers, and school administrators. Testimony presented noted that parental involvement is the most important factor in helping children succeed in school. Parents want their children to be taught the basics, but trust in schools is broken when parents are shut out of the process. Schools need to reflect the values of the community. School choice improves schools and reinvolves parents. How people in school treat one another is more important than values programs. Children are moral agents who recognize right from wrong as defined by moral influences, whether from parents, teachers, friends, or television. Additional testimony conveyed parents' disagreement with the content of information conveyed in school programs for sex education and AIDS education, parents' concerns about treatment of homosexual students, and possible misuse of government funds for AIDS education. (KDFB)

ED 406 058 PS 025 306

Child Welfare: States' Progress in Implementing Family Preservation and Support Services. United States General Accounting Office Report to the Chairman, Subcommittee on Human Resources, Committee on Ways and Means, House of Representatives.
PUB DATE- Feb 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Welfare; Family (Sociological Unit); Family Needs; *Family Programs; Federal Legislation; National Surveys; Program Evaluation; Public Policy; *State Programs
IDENTIFIERS- *Family Preservation and Support Services Prog; *Family Preservation Services; Omnibus Budget Reconciliation Act 1993

This report describes: (1) the nature and extent of states' use of federal funds for new and expanded family preservation and support (FPS) services as authorized by the Omnibus Budget Reconciliation Act of 1993; and (2) states' plans to assess the impact of these services on children and their families and impacts identified to date. A nationwide survey was conducted of state child welfare agencies, interviews were held with officials in nine states and five localities, officials of the Department of Health and Human Services were interviewed, and numerous federal and state documents were reviewed. The results indicated that states are using federal funds to increase the farmworkers are described. Contains 23 references and child immunization schedules in English and Spanish. (LP)

ED 406 075   RC 020 930

Horton, Aimee Isgrig
The Highlander Folk School: A History of Its Major Programs, 1932-1961. Martin Luther King, Jr. and the Civil Rights Movement Series .
PUB DATE- 89
NOTE- 347p.; Based on a doctoral dissertation, University of Chicago. Out of print. Originally published by Carlson Publishing, Inc. Edited by David J. Garrow.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Reports - Research/Technical (143),Books (010)
DESCRIPTORS- *Activism; *Adult Education; Blacks; *Change Agents; Civil Rights; Economically Disadvantaged; Educational History; *Folk Schools; Leadership Training; Program Descriptions; Program Development; Role of Education; Rural Areas; Rural Education; School Community Relationship; School Role; Social Action; *Social Change; Socialism; Unions
IDENTIFIERS- *Highlander Folk School TN; Horton (Myles); Institutional History; King (Martin Luther Jr); Social Movements

This book reviews the history of the Highlander Folk School (Summerfield, Tennessee) and describes school programs that were developed to support Black and White southerners involved in social change. The Highlander Folk School was a small, residential adult education institution founded in 1932. The first section of the book provides background information on Myles Horton, the founder of the school, and on circumstances that led him to establish the school. Horton's experience growing up in the South, as well as his educational experience as a sociology and theology student, served to strengthen his dedication to democratic social change through education. The next four sections of the book describe the programs developed during the school's 30-year history, including educational programs for the unemployed and impoverished residents of Cumberland Mountain during the Great Depression; for new leaders in the southern industrial union movement during its critical period; for groups of small farmers when the National Farmers Union sought to organize in the South; and for adult and student leadership in the emerging civil rights movement. Horton's pragmatic leadership allowed educational programs to evolve in order to meet community needs. For example, Highlander's civil rights programs began with a workshop on school desegregation and evolved more broadly to prepare volunteers from civil rights groups to teach "citizenship schools," where Blacks could learn basic literacy skills needed to pass voter registration tests. Beginning in 1958, and until the school's charter was revoked and its property confiscated by the State of Tennessee in 1961, the school was under mounting attacks by highly-placed government leaders and others because of its support of the growing civil rights movement. Contains 270 references, chapter notes, and an index. (LP)

ED 406 076   RC 020 950

Hoggarth, Angel D.; And Others
Family Involvement and Federal Funding: An Effective Combination for the Reduction of Substance Abuse in an Ethnic Minority Community.
PUB DATE- 96

beginning of the school year. This paper suggests that teachers' concerns were lowered because they were empowered to initiate change, had opportunities to visit other settings where inclusion was practiced, and were given opportunities to share skills and information regarding inclusion. (LP)

ED 406 092 RC 020 993

Iverson, Landa J.; Chavez, Janice A.
A Comparison of Rural and Urban Special Education Teacher Needs in Working with Children with Behavior Disorders.
PUB DATE- Mar 97
NOTE- 8p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Educational Needs; Elementary Secondary Education; *Emotional Disturbances; Graduate Students; Higher Education; Knowledge Base for Teaching; *Rural Education; Special Education; *Special Education Teachers; Teacher Attitudes; *Teacher Competencies; Teacher Education; Teaching Skills; *Urban Education
IDENTIFIERS- California State University Fresno; Teacher Surveys

This study compared the knowledge and skill levels of urban and rural special education teachers across 13 emotional and behavior disordered (EBD) competency areas. Fifty-eight graduate students enrolled in special education courses at California State University at Fresno completed the Emotionally and Behaviorally Disordered Teacher Competencies Assessment, which measures teachers' perceived proficiency levels in 13 areas of competence. Approximately 58 percent of the students were employed as special education teachers under emergency credentials and 17 percent possessed a professional special education credential. Fifty-five percent were employed in urban school districts, while 42.6 percent were employed in rural school districts. Results indicate that both rural and urban teachers felt they were most skilled in managing the learning environment, instructional content and practice, and cultural and linguistic diversity. The lowest scores in knowledge proficiency for both teacher groups were related to transition, professional and ethical behavior, and community resources. Rural teachers indicated that learner characteristics and vocational competencies were their lowest skill areas, while urban teachers indicated that professional and ethical practices and monitoring and evaluation were their lowest skill areas. Although there were no significant differences between rural and urban teachers' competencies, this study indicates that special education teachers, in general, do not feel they have reached a level of mastery when working with EBD students. (LP)

ED 406 093 RC 020 994

Street, Steve; Bennett, Dennis
Best Practices in Rural Staff Development: The Clive School Story.
PUB DATE- Mar 97
NOTE- 13p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

PUB DATE- Mar 97
NOTE- 7p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Job Satisfaction; *Occupational Therapists; Organizational Climate; Rural Schools; *School Attitudes; *Self Efficacy; Special Education; *Vocational Adjustment; *Work Environment

As a major place of employment for occupational therapists within a rural community, school systems present the therapist with a foreign and oftentimes bureaucratic organizational form. The therapist is trained in the medical model of occupational therapy, and the transition to an educationally based care model is difficult and fraught with professional hazards. A survey assessing therapists' adjustment to the school environment and perceptions of the adequacy of their training was mailed to all 2,000 occupational therapists in Mississippi, Alabama, and Louisiana; 236 responded. The average respondent was 34 years old, female, and married; had a bachelor's degree; and had been a therapist for 10 years. About 79 percent were currently employed in a school system, and 31 percent lived in a rural area. Initial findings suggest that therapists felt a lack of ability to work autonomously with special needs children in the school system. Further, they felt they had limited or no exposure to the school environment during their on-campus education and were unprepared for the lack of professionalism there. About 53 percent of respondents intended to leave their current employment, and this intention was related to lower levels of job satisfaction, higher levels of education, absence of peers on-site, and fewer years as a practicing therapist. Feelings of preparedness to work in a school system and absence of peers on-site were related to perceptions of ability to work autonomously with children. (SV)

ED 406 109 RC 021 010

Paez, Doris; Fletcher-Carter, Ruth
Exploring the Personal Cultures of Rural Culturally Diverse Students.
PUB DATE- Mar 97
NOTE- 9p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- American Indians; *Biographical Inventories; *Cultural Awareness; Cultural Background; Cultural Differences; Culturally Relevant Education; *Deafness; Elementary Secondary Education; Ethnicity; Family School Relationship; *Minority Groups; Parent Teacher Cooperation; *Rural Youth; *Special Education; Student Characteristics
IDENTIFIERS- *Diversity (Student)

Culturally diverse minority groups make up 40 percent of America's deaf and hearing-impaired school population but only 14 percent of special education teachers. In addition, 90 percent of deaf students have parents who can hear, and one-third reside in rural areas. Although they are primarily Europrocedures of a culturally relevant, visual arts, gifted and talented program in two rural New Mexico elementary schools with predominantly Hispanic or Native American (Pueblo) populations. Education in the arts not only is intrinsically valuable but also supports student persistence and achievement. Nevertheless, the limited resources of rural schools may lead to elimination of arts programs. Identification of exceptional abilities in the arts can be just as problematic as in academic areas if it relies on standardized tests. Although in the majority in the two program schools, Hispanic and Native American students were the minority in gifted and talented programs. A multidimensional approach to identification was developed that included the following: nomination by teacher, parent, or self; participation in an art show; teacher assessment on a checklist and a rating scale; assessment by a community artist; portfolio assessment; and student evaluation on two formal tests. Interviews with members of the identification committee indicate that the most effective selection method was the cross-referencing of the community artist's recommendations with those of teachers and students and results of the art show. (SV)

ED 406 126 SE 052 746

Mathematics 26: Teacher Resource Manual. Integrated Occupational Program. Interim 1991.
PUB DATE- 91
NOTE- 331p.; For Science 26 Teacher Resource Manual, see SE 052 747.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Calculators; Computer Uses in Education; Curriculum Design; Curriculum Guides; *Daily Living Skills; Educational Strategies; Estimation (Mathematics); Foreign Countries; Geometry; High Schools; Instructional Materials; Integrated Activities; Integrated Curriculum; Learning Activities; Lesson Plans; Manipulative Materials; *Mathematical Applications; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Measurement; Problem Solving; *Resource Materials; *Secondary School Mathematics; Student Projects; Teaching Guides; Teaching Methods; Thinking Skills
IDENTIFIERS- Alberta

The Integrated Occupation Mathematics 26 Program is an optional program designed to allow students in Alberta, Canada to meet the credit requirements of the Certificate of Achievement and facilitate transfer to the General High School Diploma Program. This Teacher Resource Manual is provided to assist classroom teachers to implement the Mathematics 26 Program. Teachers can use this manual as a practical planning and instructional tool in translating the intentions of the mathematics program into classroom practice. The manual provides: (1) information about the goals of the mathematics program, (2) four themes that address the development of prescribed concepts, skills, and attitudes, (3) suggestions for planning, relating the mathematical instruction to essential life skills, and utilizing community resources throughout the mathematics program, (4) strategies for developing student computational skills, solving problems, and using various technologies, (5) suggestions for planning experiential learning activities, and (6) strategies for assessing and evaluating student progress. The document is divided into four sections. The Introduction about biodiversity; and (3) determine how selected teacher demographic variables relate to test scores. The theoretical framework for the development of this test was based on the classification of knowledge about biodiversity into three levels of variability: (1) ecosystem level; (2) species level; and (3) genetic/molecular level. Each of 44 questions developed for a true/false biodiversity test represented knowledge about one of these three levels. Based on evaluation of the test by ecologists and logical analysis, the test was found to be valid. This test was administered to 64 K-12 teachers enrolled in an environmental education course. The average score on the test was about 50%. Teacher knowledge about biodiversity did not differ much for each of the three biodiversity levels. The number of environmental/environmental education courses taken by teachers was positively related to teacher knowledge about biodiversity. Appendix contains a copy of the test. Contains 12 references. (Author/PVD)

ED 406 148　　　　SE 059 800

Lomask, Michal; And Others
The Validity of Portfolio-Based Assessment of Science Teachers.
PUB DATE- Mar 97
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Chicago, IL, March 21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Elementary School Teachers; Evaluation; Intermediate Grades; Middle Schools; *Portfolio Assessment; *Science Teachers; Secondary Education; Secondary School Teachers; Teacher Education
IDENTIFIERS- Connecticut

This paper describes a new portfolio-based assessment program for beginning science teachers who seek a license to teach in Connecticut's middle and high schools. This is part of the comprehensive Beginning Educator Support and Training (BEST) induction program for beginning teachers in Connecticut. The science portfolio assessment requires all beginning science teachers to plan, teach, and assess students' learning in a two-week inquiry-based unit. The completed portfolios contain four types of artifacts: (1) daily logs; (2) four videotaped segments that capture the teaching and learning in various learning settings in the same unit; (3) students' work done through the entire unit; and (4) the teacher's reflections on the quality of students' learning and his or her own teaching. Evidence gathered through various explorative studies support the job-relatedness of the assessment content and the validity of inferences made from the assessment scores. Research results also show that the portfolio-based assessment program is accessible to beginning science teachers in different school systems and has no adverse impact on any sub-group of candidates. Follow-up interviews with graduates of the program showed that the BEST program has a lasting impact on many science teachers. Contains 26 references. (Author/JRH)

ED 406 149　　　　SE 059 807

Crowther, David T.; Bonnstetter, Ronald J.
Science Experiences and Attitudes of Elementary Education Majors as They Experience Biology 295: A Multiple Case Study and Substantive Theory.

*Student Attitudes
IDENTIFIERS- *Gender Gap; Gender issues

It has been well documented that inequities in science and mathematics achievement exist between males and females for a variety of reasons. Among the explanations for this are the notions that female students tend to perceive science/mathematics as a male dominated field of study, female students are less interested in science/mathematics, classroom atmospheres and instructional practices do not foster female learning in science/mathematics, and female students harbor stereotypical ideas about science/mathematics and scientists in general. This paper outlines the Sisters in Science Program that was conceived to address such issues. It reports on a study that measured the relative effectiveness of the program's efforts to increase the interest, achievement, attitude, and awareness of girls in science and mathematics. Results indicate that the program met its stated goal with respect to enhancing fourth grade female attitudes, interest, and awareness toward school science and mathematics and toward science and mathematics both as a part of a larger enterprise and as potential career pursuits. The project also met its stated goal with regard to increasing the students' mathematical skills; however, the project did not meet its stated goal of increasing the students' science skills. Contains 20 references. (Author/JRH)

ED 406 168 SE 059 831

Ford, Carole; And Others
Reforms, Visions, and Standards: A Cross-Curricular View from an Elementary School Perspective.
PUB DATE- Mar 97
NOTE- 50p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Constructivism (Learning); Critical Thinking; Curriculum Development; Educational History; *Educational Objectives; Elementary Education; *Elementary School Curriculum; Foreign Countries; Innovation; Professional Development; Program Evaluation; Standards; *Strategic Planning; Teaching Methods; Training Methods
IDENTIFIERS- Authentic Assessment; British Columbia

During the 1990s discipline-specific associations have attempted to reform education with a variety of visions and standards. Most of these efforts have been independent of one another with minimal cross-curricular input on one another's steering committees and working groups. In some cases there appears to be explicit collaboration between related associations, whereas others do not appear to have been collaborative. This paper analyzes the resulting reform documents from a cross-curricular elementary school perspective. The procedural design of this document analysis involves three parts: (1) a synthesis of the recent elementary school reform, implementation, and planned change literature to develop an analysis framework; (2) application of the framework to the Year 2000 reform (1988-1995) in British Columbia to validate the framework; and (3) application of the framework to the current reform documents. The framework utilized a biological metaphor: elementary school as an ecosystem, elementary classroom as an ecosubsystem; teachers and students as organisms, teaching and learning whites answering the science test items. Noteworthy are black and white students' answering patterns toward the end of the science test. Findings indicate that male and female test takers exhibit some of the same trends as observed in the racial composition. It is concluded that the design of science tests can greatly influence the quality of achievement measures calculated for students. When tests are administered to students, it is critical to evaluate the influence missing data may have upon calculations. (Author/JRH)

ED 406 188 SE 059 878

Basile, Carole G.; And Others
Nature at Your Doorstep: Real World Investigation for Primary Students.
PUB DATE- 97
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; *Ecology; *Environmental Education; Ethics; *Experiential Learning; Field Trips; Hands on Science; *Interdisciplinary Approach; Mathematics; Primary Education; Problem Solving; Science Activities; Science Teaching Centers; *Scientific Methodology; Urban Schools; Urban Youth
IDENTIFIERS- *Environmental Awareness; Nature Study; Stewardship

"Nature at Your Doorstep" is an outgrowth of a successful environmental education program offered as a school field trip at a Nature Discovery Center. It was developed and used with thousands of students throughout Bellaire, Texas and the surrounding Houston metroplex. The purpose of this program is to kindle students' curiosity and wonder about the interdependent world of nature of which they are a part, and to foster their responsibility toward the environment. Each unit is designed to guide students through discovery of basic biological concepts using the scientific method as a logical method of inquiry. Students explore questions, formulate hypotheses based on current knowledge, collect data relevant to the questions, and, by creating various forms of representations, analyze their data to formulate conclusions and compare those conclusions with their hypotheses. The 10 units are as follows: (1) Senses; (2) Trees; (3) Birds; (4) Insects and Neighbors; (5) Ants; (6) Biodiversity; (7) Habitats; (8) Communities; (9) Food Webs; and (10) Endangered Species. Each unit provides focus and background material, activities to introduce the topic, suggestions for teaching each data sheet, and extensions for further study. Student data sheet masters are included. All units are integrated with opportunities for learning experiences in science, mathematics, and language arts. (PVD)

ED 406 189 SE 059 881

Priebe, Roger
The Effects of Cooperative Learning in a Second-Semester University Computer Science Course.
PUB DATE- 21 Mar 97
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Chicago, IL, March 21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

to include more students by recognizing and valuing culture and gender along with other social dimensions. Contains 28 references. (JRH)

ED 406 211 SE 059 943

Madison, Sandra; Gifford, James
Parameter Passing: The Conceptions Novices Construct.
PUB DATE- Mar 97
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Science; *Constructivism (Learning); Higher Education; *Misconceptions

This study explores the parameter-related misconceptions of two college students enrolled in a Pascal programming course. Findings indicate that both students appeared to conceive a direct procedure-to-procedure linkage, with the connection being made by identically named formal parameters. Both students were able, by making seemingly innocuous adjustments to formal parameter lists, to construct correctly functioning modular programs. They were also able to correctly answer parameter-related questions as long as the questions did not provoke a conflict with their fundamental misconceptions of the parameter process. As a result, the misconceptions were hidden from the instructor and perhaps from the students themselves. The results are discussed within a constructivist framework and implications for instruction are suggested. Contains 22 references. (Author/JRH)

ED 406 212 SE 059 948

Koul, Ravinder
Contextualized Science for Teaching Science and Technology.
PUB DATE- Mar 97
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Educational Change; Educational Strategies; Elementary Secondary Education; Foreign Countries; *Science and Society; *Science Curriculum; Scientific Concepts; *Technology
IDENTIFIERS- India; Nature of Science; Reform Efforts; *Textual Analysis

A comprehensive view of science and technology in curricular reforms and materials is needed to promote public understanding and participation in science issues. This paper presents the results of an analysis of the treatment of the nature of science and technology in science curricular materials in India. Textbook sections on the conceptions of mechanics are the basis for this analysis. A contextualized curriculum for schools is offered as a more productive approach to learning and exploring science concepts, processes, and science-and-technology-issues. The controversial Sardar Sarovar Hydroelectric Project in India is used as an exemplary case that can further this effort. It is concluded that a projects were designed to address specific questions about prior plant science microgravity experiments. The education project that grew out of this, Teachers and Students Investigating Plants in Space (TSIPS), involved teachers and students in both countries. The lessons in this guide are designed to engage students in the fascination of space biology through plant investigations. In the activities included, students grow AstroPlants through a life cycle and in the process become acquainted with germination, orientation, growth, flowering, pollination, fertilization, embryogenesis, and seed development. Activities involve making careful observations, measuring and recording data, and displaying data to make analyses. The data provide students with a better understanding of what is "normal" development in AstroPlants, and serve as the basis for comparison with data taken by the CUE investigators to help determine what developmental effects during plant reproduction are affected by microgravity. Contains 38 references including world wide web sites. (JRH)

ED 406 234 SE 060 059

The Development of a Biodiversity Literacy Assessment Instrument. Report to the National Environmental Education Training Foundation.
SPONS. AGENCY- Eastman Kodak Co., Rochester, N.Y.; National Environmental Education and Training Foundation, Washington, DC.
PUB DATE- Nov 96
NOTE- 246p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Development; *Environmental Education; Futures (of Society); Intermediate Grades; Junior High Schools; Middle Schools; Program Evaluation; *Scientific Literacy
IDENTIFIERS- *Biological Diversity; Wisconsin; World Wildlife Fund

This report provides information about the program evaluation study of a national biodiversity education program for youth in the United States known as "Windows on the World" launched by the World Wildlife Fund. The curriculum development project is organized into four phases: (1) a biodiversity needs assessment; (2) the development of biodiversity education materials and formative evaluation; (3) training and implementation; and (4) dissemination and summative evaluation of the project. The goal of the program is to educate youth about what biodiversity is, what it means to humanity, the causes behind the loss of biodiversity, and ways to address the problem. This report includes an overview of biodiversity education and the need for assessment of biodiversity literacy, a description of the development of the biodiversity education framework, details of the development of the biodiversity assessment instrument for middle school students, development and results of the formative assessment instrument for select activities, and a discussion of the use of the framework. The appendices contain a listing of the advisory board and program evaluation steering committee members, framework validation, details about the pilot studies, the formative evaluation instrument, and formative evaluation item and subscale results. Contains 141 references. (DDR)

ED 406 235 SE 060 109

Directory of NSF-Supported Young Scholars Projects. Summer 1997, Academic Year 1997-98.

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Studies; Elections; Elementary Education; Federal Government; Political Candidates; Presidential Campaigns (United States); *Presidents of the United States; Teaching Guides; *United States History

This reproducible student manual contains true stories of 41 United States presidents. Each story is divided into two parts, the president's youth and a biography covering the major events of the president's life and terms in office. Each story is followed by review exercises and activities for students to complete on an individual basis. A teacher's guide contains discussion questions and group activities suitable for the study of individual presidents. A general activities section gives instructions for activities that may be adapted for use with any president. An outline map of the United States and Presidential Library addresses are provided. A bibliography concludes the text. (EH)

ED 406 255 SO 026 163

Hahn, Emma
16 Extraordinary American Women.
PUB DATE- 96
NOTE- 123p.; Some color photographs and text may not photocopy well.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Activism; *American Studies; Athletes; Authors; Elementary Education; *Females; Feminism; Judges; Multicultural Education; Poets; Teaching Guides; *United States History; *Womens Studies

This student book presents short biographies of notable women from diverse economic, ethnic, racial, social, and geographic backgrounds. Women highlighted include: (1) Helen Keller; (2) Eleanor Roosevelt; (3) Georgia O'Keeffe; (4) Julia Morgan; (5) Wilma P. Mankiller; (6) Rachel Carson; (7) Dorothea Lange; (8) Rosalyn Sussman Yalow; (9) Ella Fitzgerald; (10) Ruth Bader Ginsberg; (11) Ka'iulani of Hawaii; (12) Barbara Jordan; (13) Donna Karan; (14) Elizabeth Cochrane Seaman (Nellie Bly); (15) Nikki Giovanni; and (16) Bonnie Blair. Each biography concludes with: (1) "Remembering the Facts"; (2) "Understanding the Story"; (3) "Getting the Main Idea"; and (4) "Applying What You've Learned." Contains a section on key vocabulary, answers to the questions in each of the biographies, and further references concludes the text. (EH)

ED 406 256 SO 026 474

Ruth, Amy, Ed.
Making A Living.
PUB DATE- 96
NOTE- 33p.; For related issues, see Ed 370 864 and ED 380 381. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Child Labor; Elementary Education; Family History;

Allen, Rodney F., Ed.; Bickley, Karen L., Ed.
Holocaust Education Program Newsletter, 1994-1995.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Anti Semitism; *European History; *Jews; Minority Groups; Racial Bias; Racial Discrimination; Secondary Education; Social Studies; *World History; *World War II
IDENTIFIERS- *Holocaust

These three issues of the newsletter offer editorials, action plans for Holocaust programming, testimonies of experiences of survivors and liberators, project ideas, and teaching suggestions. The brief newsletters are intended to provide resource ideas and materials, as well as thought-provoking ideas, for implementation of Holocaust instruction into the classroom. (EH)

ED 406 279 SO 027 096

Schardt, Molly; And Others
The Elegant Art of Thailand. A Teacher Workshop on January 22, 1994. Teacher's Packet.
PUB DATE- 94
NOTE- 53p.; Slide set not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art History; *Asian History; Foreign Countries; Higher Education; Non Western Civilization; Secondary Education; Social Studies; Teaching Guides
IDENTIFIERS- *Asian Art; *Thailand

This packet accompanies a slide series that introduces students to the art of Thailand. The packet includes maps, a chronology of Southeast Asian history, an essay introduction to the influences on Thai art, a 15-item bibliography for further research, illustrations of Thai ceramics, the slide list, slide descriptions, and slide script. (EH)

ED 406 280 SO 027 097

Schardt, Molly; And Others
Unity and Diversity in the Art of India. A Teacher Workshop on October 23, 1993. Teacher's Packet.
PUB DATE- 93
NOTE- 105p.; Slide set not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art History; *Asian History; Ethnic Groups; Foreign Countries; Higher Education; *Indians; Non Western Civilization; Secondary Education; Social Studies; Teaching Guides
IDENTIFIERS- *Asian Art; *India

This packet accompanies a slide series designed to introduce students to the changes in the arts of India over time. The

Students; *Social Studies; Student Attitudes
This paper analyzes "confused history" on the part of students and where that confusion might originate. The study is based on a modified form of content analysis of articles by R. Lederer. The articles offer a compilation of student errors in history and geography. Two major categories of errors are recognized: (1) Type I, represented by errors not necessarily representative of historical misconceptions, includes misspellings, silly sentence construction, phonetic mix-up, substitution of unknown words with known words, and transposition of similar sounding consonants; and (2) Type II, perhaps representative of deeper misconceptions, involves conceptual errors and misguided or "fuzzy logic." This second category may have a greater impact on the scholarly representation of history for the student and the teacher. Examples of each type of error are analyzed with suggestions made for correction. (EH)

ED 406 304 SO 027 420

Collier, Stephen; Malm, Barbara
Baseball Geography.
PUB DATE- Jul 94
NOTE- 6p.; Cover illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Baseball; Class Activities; Educational Games; Elementary Education; *Geography; *Geography Instruction; Grade 3; Grade 4; Grade 5; Learning Activities; Simulation; *Social Studies; Student Participation
IDENTIFIERS- North America
This paper describes a simulation in which students pretend to follow a favorite baseball team on the road and travel to major league baseball cities in North America. Students use the encyclopedia to answer questions about each city they "visit" and then report on what they have learned by designing a postcard to send back to the class. The activities are suitable for most student at the third through fifth grade levels and can be used to motivate students of both genders. Procedures and instructions, a time frame, and a listing of materials and resources are included. (EH)

ED 406 305 SO 027 501

Orend, Richard J.; Keegan, Carol
Education and Arts Participation: A Study of Arts Socialization and Current Arts-Related Activities Using 1982 and 1992 SPPA Data.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 96
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art Appreciation; Attitude Change; *Audience Participation; Behavior Change; Change Strategies; Dance; Elementary Secondary Education; Fine Arts; Music; Music Appreciation; Participation; *Socialization; Theater Arts; Visual Arts
IDENTIFIERS- *Arts Participation; *Survey of Public Participation in the Arts
This monograph focuses on the relationship between pre-adult

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *Cognitive Style; Early Childhood Education; *Movement Education; *Perceptual Development; *Physical Activities; Piagetian Theory; *Play

Based on Piaget's theory "children learn best by doing," play offers a natural way of learning for young children. The "Playful Teaching" Workshop Sampler offers teachers several different movement activities for incorporation into academic classroom curricula. The play ideas were presented at national and regional teaching workshops. The publication concludes with the author's views on why high quality play curricula promote academic readiness for early learners. It is argued that purposeful play provides an effective avenue for advancing sensory and perceptual motor development and allows young children to begin to visualize learning as fun and to see themselves as capable learners. Play addresses the needs of all kinds of learners...the kinesthetic child, the tactile child, the auditory child, and the visual child. Different learning styles are encouraged through the freedom of playful movement activity. This sampler, organized into four sections, shares play ideas relating to: (1) the movement pattern of a snake; (2) the movement pattern of a horse; (3) basic balance concepts; and (4) ball manipulation. Each of the 20 activities provided includes descriptions of both necessary equipment and procedures. (LL)

ED 406 326 SP 037 008

Aysan, Ferda; And Others
Perceived Causes of Academic Failure among the Students at the Faculty of Education at Buca.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Academic Failure; *Achievement Rating; College Students; Foreign Countries; Higher Education; *Performance Factors; *Predictive Measurement; *Predictor Variables; Preservice Teacher Education; Rating Scales; Schools of Education; Statistical Surveys; *Student Attitudes; Tables (Data)
IDENTIFIERS- *Turkey

This study, conducted at the Buca Faculty of Education, Dokuz Eylul University (Turkey), sought to identify factors associated with academic failure of college students. Data were collected through a survey questionnaire titled "Perceived Causes of Academic Failure Inventory" that identified 10 subgroups of factors: teachers' behavior; teaching methods; lack of commitment to study; problems with learning environment; problems with subject content and examinations; psychological problems of student; unsatisfactory relationship with family; future concerns related to chosen field of study; and problems of time management. Data were used to develop a predictive model that would allow researchers and teachers to explore students' perception of factors that affected learning or nonlearning. A total of 1196 volunteer students, in 3 random samples, participated in the study. Findings indicated that "failure" and "success" student groups differed significantly in their perceptions of causes of academic failure. The failure group perceived the following factors as most significant:

culture of sharing and a sense of interdependence. These have led to strong volunteer support and commitment to the center. Interviews with teachers have revealed these to be the greatest strengths of the center. Other perceived strengths are: the center's rural location and culture; effective collaboration between public school educators, institutions of higher education; and the sub-regional infrastructure that has fostered the intended sense of local responsiveness and ownership; teacher empowerment and leadership; and the center's emphasis on raising the level of local expertise instead of relying on outside experts. Since its beginning, a regional governance council has overseen administrative and support service concerns while decisions about staff development programming have remained with sub-regional planning groups that include a majority of teachers. Some challenges mentioned are frustration with the relationship between the Center and the State Department of Education; distress over a recent reconfiguration of regional center boundaries; and issues of accountability and evaluation. (JLS)

ED 406 344 SP 037 235

Andrews, Lanna
Diversity: Changing Perspectives Using Case-Based Methods.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Cultural Pluralism; Education Courses; Elementary Secondary Education; Higher Education; Multicultural Education; Preservice Teacher Education; *Problem Solving; Student Teachers; *Student Teaching; *Teacher Education Programs; Teaching Methods; *Theory Practice Relationship; *Transfer of Training
IDENTIFIERS- *Case Method (Teaching Technique); *Diversity (Student)

The case method is a popular teaching tool that can be applied to training for diversity and particularly the preparation of general education teachers for the inclusion of diverse learners in their classrooms. Case-based methodology teacher training activities focus on actual classroom experiences and prompt reflection and personal involvement. A study was done to validate these techniques with 56 student teachers in 2 groups. One group used a problem-solving strategy to analyze differing case features. This strategy group did 40 percent better on case problem-solving than those solving case problems without the strategy. A comparison was made of the identification of features with problem-solving scores to determine if the strategy was the determining factor, and a high positive correlation was found. The case method of teaching was found to promote classroom problem-solving when cases are systematically varied and when student teachers are given a strategy that guides transfer of learning from case to case. This demonstrates that student teachers can be trained to transfer learning from one teaching problem to another involving a diverse population of students. (Contains 8 references.) (JLS)

ED 406 345 SP 037 236

Maaka, Margaret J.; Lipka, Pamela A.

paraeducators, perhaps the majority, are from minority groups, they would expand the pool of potential teachers from underrepresented groups. Well-designed paraeducator-to-teacher programs foster stronger school/university collaboration, improved induction into teaching, and graduated assumption of teaching roles as knowledge and skills are refined. Data indicate four primary obstacles that, if mediated, may facilitate successful pathways for paraeducators attempting to attain teacher certification. These obstacles and suggested mediations are: (1) financial support--access to grants, scholarships, and other financial aid; (2) social factors--provision of programs and events for sensitizing the paraeducator's entire support community to the academic and social pressures the paraeducator may encounter; (3) academic obstacles--enrichment such as counseling, mentoring, tutoring, and extended programs for promising candidates who need expanded academic time frameworks; and (4) external pressures and stresses--school-site assisted performance (improved working conditions at the school site including salary, benefits, and job security, and a nurturing, supportive environment). (Contains 13 references.) (LL)

ED 406 363   SP 037 256

Boe, Erling E.
Research on the Shortage of Teachers in the United States:
  Models, Methods, and Findings.
PUB DATE- Nov 96
NOTE- 22p.; Paper presented at the Joint Meetings of the
  Education Research Association and the Australian Association
  for Research in Education (Singapore, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; Elementary Secondary
  Education; *Employment Patterns; Models; Public School
  Teachers; Research Design; Surveys; *Teacher Certification;
  *Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- *Schools and Staffing Survey (NCES)

A shortage of teachers to staff primary and secondary schools is a common occurrence internationally. The fact of, or potential for, teacher shortages is a major consideration in any nation's aspirations of attaining, or maintaining, an educational system of high quality. To study and understand the nature of teacher shortages, it is first necessary to have a model, or conceptual framework. Therefore, a model was developed for conceptualizing teacher shortages in terms of quantity (i.e., gross numbers of teachers) and quality (i.e., qualifications of teachers). By using the Public School Teacher Question from the Schools and Staffing Survey (1991) as the data source, recent key findings about the type and scope of teacher shortages in the United States were reviewed. Data analysis showed that although there was a sufficient number of individuals available to fill all but 0.5 percent of all teaching positions, there was a serious shortage of teachers who were fully licensed in their particular teaching assignments (a shortage of about 150,000 licensed teachers, a group that constituted about 6 percent of the entire public school teaching force of 2,500,000 teachers). The findings revealed that the shortage of fully licensed teachers was more pronounced among: (1) teachers who had not earned degrees in teacher preparation, (2) novice teachers just entering the profession, (3) employed teachers who had recently changed teaching assignments, and (4) teachers of children with current problems. Of specific interest in the research discussed here were teaching techniques used in grades six through eight, or middle level education. Research teams usually consisted of four content area teachers and a university collaborator; meetings were scheduled regularly for at least an hour. These settings were conducive to generating new strategies to initiate action, direct the research, solve problems, and answer the questions. Findings indicated that collaborative action research leads to continuous professional growth, improved classroom instruction, and student learning. (Contains 61 references.) (LH)

ED 406 383 SP 037 281

Kanada, Chizu
A Classroom of Individuals? Reconsidering the Forms of Community in a Seminar in Teacher Education.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Class Organization; *Classroom Environment; *Course Evaluation; Foreign Countries; Graduate Students; Higher Education; Individualism; *Seminars; *Student Empowerment; Student Evaluation; *Student Participation; Teacher Educator Education; Teacher Role
IDENTIFIERS- British Columbia; Learning Communities

A teacher education seminar, designed to be an egalitarian "community of learners," is critiqued. In an effort to make classroom learning relations more equal, instructors referred to themselves as seminar leaders and sought student participation in the curriculum decision-making process. The most significant consequence of the egalitarian approach may have been the atomization of seminar participants. Class readings, the literature review, and discussion of philosophical and methodological issues, when taken up, were in the context of in-class dissertation discussion. The effective displacement of common readings and emphasis on individual presentations of doctoral research allowed individual students to move in their own directions. Neither students nor course instructors raised the issue of student participation in evaluation. Not giving students a voice in structuring student evaluation was an arrangement that seemed to go against the egalitarian structure of the seminar. Comments from the students indicated that the seminar gave expression to real grievances in the participants' lives as students and as teachers. However, the form the seminar took was ultimately an obstacle to more fully understanding the grievances expressed. While valorizing individual voices and curriculum empowerment will continue to be important, such an approach requires a critical perspective that grasps how larger structures determine classroom practice. (Contains 16 references.) (LH)

ED 406 384 SP 037 295

Galvez-Martin, Maria Elena; And Others
A Longitudinal Study on Reflection of Preservice Teachers.
PUB DATE- 96
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October

PUB DATE- Jan 97
NOTE- 17p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Colleges; *Curriculum Development; *Educational Objectives; Internship Programs; Program Implementation; School Community Relationship; *Service Learning; Student Evaluation; *Student Responsibility; *Teacher Role; Two Year Colleges
IDENTIFIERS- Pima Community College AZ

Intended to promote and describe service learning at Arizona's Pima Community College (PCC), this handbook reviews the roles of teachers and students and provides tips for incorporating service learning into the curriculum. Following an introduction, the mission of service learning at PCC is described, indicating that it emphasizes community service and reflection about that service to promote meaningful learning about the community served, civic responsibility, the self, and coursework. Next, an overview of service learning and Center for Service Learning (CSL) at PCC's West Campus is presented, describing intended outcomes of service learning and six elements of an effective program. Strategies for incorporating service learning into the curriculum are then provided, focusing on classroom options and the use of cooperative efforts and internships, and the logistics of teaching a service learning course are addressed, including time commitments, transportation, placement, and communication among participants. Following a description of teaching strategies and supplements, including assessment methods and the use of journals as a vehicle for reflection, five key roles of the CSL are reviewed. The faculty member's role in ensuring an effective service learning program and students rights and responsibilities in the process are then listed. Finally, the role of supervisors at community agencies is described. (HAA)

ED 405 931 JC 970 249

Walker, Ronald Edgar
Clinical Supervision in the Junior College.
PUB DATE- Jan 97
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Supervision (of Teachers); *College Faculty; Community Colleges; Models; *Supervisory Methods; Teacher Attitudes; *Teacher Characteristics; Teacher Improvement; Two Year Colleges
IDENTIFIERS- *Goldhammer Clinical Supervision Model

Within this century, junior and community colleges in the United States have created a new link in the educational chain between secondary schools and universities. As a result, faculty members at junior colleges have been "created" in that they are often former secondary school teachers, university professors, or graduate students who have little if any teaching experience. The complex make-up of the junior college faculty families, including child poverty rate, family income, job loss, earnings of male high school dropouts and graduates, employed women with children, licensed day care slots, Public Assistance Program recipients, and job training opportunities; (2) family life including births to unmarried women, teen birth rates, children's living arrangements, and substitute care; (3) health outcomes, including teen births, prenatal care adequacy, low birthweight infants, premature births, infant mortality rate, uninsured residents, and Medicaid-eligible children not receiving early and periodic screening, diagnosis, and treatment (EPSDT) services; (4) education outcomes, including students whose first language is not English, grade retention, suspension rates, special education students, and high school dropout rates; and (5) safety and security figures, including injury-related deaths of children 19 and under, juvenile offenses, and numbers of maltreated children. Findings indicate a growing disparity between white children and children of color, and between rich and poor, in almost every indicator of well-being. Despite a history of progressive policy, recent trends suggest an erosion of the relative status of Massachusetts' children. Included with the report is a Citizen Action Kit, which provides information on the impact of federal budget cuts and welfare reform, computer resources, and a Call to Action. (KDFB)

ED 405 949 PS 024 904

Kansas Kids Count Data Book, 1996.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 325p.; Additional funding provided by Sprint and Bank IV Kansas, N.A.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Births to Single Women; Child Abuse; *Child Health; Child Neglect; *Children; Dropout Rate; Early Childhood Education; Early Parenthood; Economic Status; Elementary Secondary Education; Higher Education; Infant Mortality; Poverty; Prenatal Care; Preschool Education; *Social Indicators; Statistical Surveys; Substance Abuse; Tables (Data); *Well Being
IDENTIFIERS- Child Mortality; *Indicators; *Kansas

This 1996 Kids Count data book presents data on 20 indicators of child well-being in Kansas, grouped into 6 areas: economic well-being, physical health and safety, educational achievement, early childhood care and education, emotional well-being, and social behavior and social control. The data are grouped by county for each indicator, by indicator for each county, and by indicator for the state as a whole. The report indicates that data improved in eight areas: (1) high school graduates pursuing post-secondary education/training; (2) births to mothers with less than a high school degree; (3) Head Start participation; (4) births with early prenatal care; (5) childhood death rate; (6) infant mortality; (7) use of drugs by youth; and (8) availability of licensed child care. However, data worsened in six other areas: (1) births to single teens; (2) low birth weight babies; (3) students graduating high school; (4) teen violent deaths; (5) juvenile arrests; and (6) children approved for free school meals. (EAJ)

ED 405 950 PS 025 002

Custody/Access Focus"; (3) 1995 CRC Conferences Draws Wide Support," and (4) President Clinton Sends Message to Vigil." Feature articles in issue number 3 are: (1) "Texas Passes Presumptive Joint Custody: Makes Numerous Other Changes in Law"; "North Dakota Ranks Number 1 as best state in which to raise children ; and (3) "White House Publishes Memo Supporting Fathers." Regular sections and columns in each issue include "Work & Family," "Family Facts," "Bills and Resolutions in Congress," and "In the Courts." (WJC)

ED 405 968 PS 025 119

Connecting Children to the Future: A Telecommunications Policy Guide for Child Advocates.
PUB DATE- 96
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Advocacy; Children; *Computers; Information Technology; Internet; Networks; *Policy Formation; Public Policy; State Legislation; *Telecommunications; *Utilities
IDENTIFIERS- Telecommunications Act 1996

New digital technologies and the rapid growth of the Internet are restructuring communications systems and transforming education and the economy. Noting that many of the resulting telecommunications policies will be made at the state level, this publication provides guidelines for child advocates to influence state policy regarding children's use of telecommunications. Chapter 1, "Children in the Digital Age," discusses the influences and benefits of digital technology in children's daily lives, the need to develop skills to benefit from these technologies, the current inequality in children's access to computer technologies, and opportunities at the state level to ensure that all children have the same access to information and other educational services. Chapter 2, "Shaping Futures State by State," discusses regulating telecommunications at the state level, targeting the states' Public Utilities Commissions (PUC) for advocates' action, and examines initiatives involving an advanced network connecting public schools and libraries such as that in Maine. Chapter 3, "The Promise of Universal Service," discusses the basic elements of universal service, the requirements of the Telecommunications Act of 1996, and suggests a framework for a universal service agenda. Chapter 4, "Winning at the PUC," outlines the development of an effective campaign for influencing telecommunications policy at the PUC, including identifying key corporate players, enlisting allies, developing an agenda, marshaling research and documentation, developing an effective filing, lobbying the PUC, negotiating with corporations, and working with the press. Chapter 5, "Beyond the PUC," considers state legislatures and administrations as additional targets for advocates' efforts. Chapter 6, "Closing the Digital Divide," summarizes the need to close the growing gap between children with and without access to technology. The publication concludes with a list of useful organizations and print resources and acknowledgments. (KDFB)

ED 405 969 PS 025 121

Girls Can! Community Coalitions Resource Manual.

cultural data to establish the greater vulnerability of girls in various sectors of human development including health and survival, nutrition, education, employment, and acculturation. The book concludes with specific suggestions for development planners and government officials about successfully incorporating girls into development strategies as a way of ensuring a more gender-equitable child and adult world. Contains approximately 195 references. (SD)

ED 405 987 PS 025 178

Tabors, Patton O.
One Child, Two Languages: A Guide for Preschool Educators of Children Learning English as a Second Language.
PUB DATE- Jan 97
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education; Bilingual Education Programs; Bilingualism; Bilingual Teachers; Curriculum; *English (Second Language); Preschool Education; Preschool Teachers; *Second Language Instruction; *Second Language Learning
IDENTIFIERS- Language Choice; *Language for Preschool

This book provides information to preschool teachers and administrators in developing effective programs for young linguistic backgrounds of second-language-learning children, the children. Information about the importance of the cultural and linguistic backgrounds of second-language learning children, the course that second-language learning is likely to take in preschool-age children, the supportive techniques that teachers can use in their classrooms, and the part that second-language learners' families may play in linguistic and educational decisions are addressed and integrated into basic knowledge of child development. The book is divided into two parts. The first part details the second-language-learning child's task. Four chapters address getting started in a second language, speaking a second language, and individual differences in second-language learning. Two case studies are presented to illustrate the process. The second part discusses the role that the teacher can play in helping children during the second-language-learning process. Five chapters address using communication and classroom organization to support second-language learning, using the curriculum to facilitate second-language learning, working with parents of second-language learners, assessing the development of second-language learners, and developing effective preschool programs for second-language learners. Contains 66 references. (SD)

ED 405 988 PS 025 179

Glenwick, David S., Ed.; Jason, Leonard A., Ed.
Promoting Health and Mental Health in Children, Youth, and Families. Springer Series on Behavior Therapy and Behavioral Medicine, Volume 27.
PUB DATE- 93
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accident Prevention; Acquired Immune Deficiency

Nutrition Services

This publication provides guidelines regarding meal pattern requirements for child and adult care nutrition programs, enabling the individuals responsible for these programs to develop meals that are reimbursable. The publication begins with a delineation of the regulations regarding meal pattern requirements for children ages 1 to 2 years, 3 to 5 years, and 6 to 12 years. Participants are guided through 15 activities to enable them to meet four competencies: (1) identifying required components of reimbursable meals; (2) recognizing food items that qualify as creditable food components, including milk, meat/meat alternates, commercially prepared food, vegetables and fruits, and bread/bread alternates; (3) determining if the minimum serving sizes of required components are planned in menus; and (4) calculating the number of servings available in bread/bread alternate recipes. Information regarding the regulations in each of the above areas is presented, then the participant is asked to complete a number of activities to show competency attainment. A column for the participant's notes is included and the correct answers are explained. (KDFB)

ED 406 005 PS 025 220

Feldman, Jay
The Educational Opportunities that Lie in Self-Directed Age-Mixed Play among Children and Adolescents.
PUB DATE- Apr 97
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Children; Learning Experience; *Mixed Age Grouping; Peer Groups; Peer Relationship; *Play; Qualitative Research
IDENTIFIERS- Play Learning; Vignettes

The goal of this study was to describe the potential educational opportunities that lie in self-directed age-mixed interactions among children and adolescents. A qualitative analysis was used to generate ideas about goals and benefits of such interactions. The setting for the study was Sudbury Valley School (Massachusetts), a private school with an age-mixed environment. The reactive participation method was used in observing children over a 3-year period and collecting 375 vignettes of age-mixed interactions. Vignettes were organized by activity, age difference, age group classification, individual, and distinct activity aspects. Patterns in each activity were identified and a written summary generated. The main findings emerging from the analysis were: (1) when children asked older children for help, help was usually given; (2) when older children offered unsolicited help, help was often rejected; (3) children modified their mutual activities to include younger ones while also making the activity challenging for themselves; (4) children responded positively to younger children's requests for help; (5) children more often praised and supported than discouraged younger children; (6) children talked to each other about how to treat younger children; (7) there were few instances of children bullying younger children; (8) some children regularly associated with older or younger friends and companions; and (9) some children had a cross-age friend despite regularly associating with same-age peers. The two main ideas generated by this study were that available in high-minority schools than in low-minority schools; (4) in 1993-94, participation in extended-day programs was higher in high-poverty schools than in low- or medium-poverty schools, although availability of programs in these schools was similar; (5) the availability of extended-day programs increased more in Catholic schools than in other private schools--by 1993-94, similar percentages of Catholic and nonsectarian private schools offered extended-day programs. The data suggest that schools are responding to the need for non-parental care of children, and that the higher participation rate in high-poverty areas may signify the success of efforts to provide poor children with opportunities to extend their learning. Findings raise additional research questions such as: do differences in program availability reflect differences in demand, is availability adequate to meet the needs of single-parent and dual-working-parent families, and what percentage of students participating in extended-day programs do so because of parental interest in academic enrichment versus child care? (HTH)

ED 406 023 PS 025 244

Action Pack: Financial Resources for Training.
PUB DATE- 96
NOTE- 57p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Caregivers; Child Care Occupations; *Early Childhood Education; *Financial Support; Fund Raising; Professional Development; Teacher Improvement; *Training; Training Allowances
IDENTIFIERS- *Caregiver Training; Colorado; Financing Options

In order to successfully implement an early childhood career development system, it is necessary to coordinate funds and training opportunities from many different sources. This action pack is designed to help individuals involved in such statewide efforts learn how to navigate the financing system that currently supports training for early care and education practitioners. It uses a process that views the various access points for training funds as "rooms" in a series of conceptual "houses." The guide contains four sections. Section 1, "The Financing Landscape: New Ways to Navigate Funding Streams," presents new thinking on how to identify the many training opportunities in a state, departing from the notion of funding streams and exploring the notion of "access points." It also discusses why and who should undertake this task in a given state. Section 2, "The Colorado Child Care and Early Childhood Training Neighborhood," uses Colorado as an example in identification of specific access points ("rooms" in conceptual "houses" in the state's training "neighborhood"). Section 3, "Navigating the System: How to Build Your Own Training Neighborhood," provides a step-by-step guide to creating a state training neighborhood and practical advice on sponsorship, key informants, and interview questions and techniques. Section 4, "A Sample Map of the Early Care and Education Financing Neighborhood," presents a list of generic houses and rooms that can serve as a guide in building a state training neighborhood. (EV)

ED 406 024 PS 025 245

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care Centers; Early Childhood Education;
Foreign Countries; Mail Surveys; *Professional Development;
*Supervision; Supervisor Qualifications; *Supervisors
IDENTIFIERS- Australia (New South Wales)

This study focused on strategies used by supervisors in New South Wales, Australia, to enhance and promote professional development in their day care staff. The directors of a random selection of 324 child care centers were surveyed by mail. The number of surveys returned was 162, for a response rate of 50 percent. Findings indicated that most of the respondents were teaching-directors (72 percent). Most were trained in early childhood education and had less than 10 years teaching experience. About 25 percent of their teachers had training in early childhood education. Almost half of the supervisors allocated up to 4 hours for staff supervision, and almost two-thirds of the supervisors indicated that they had release time from face-to-face teaching. About one-third felt that they had been inadequately prepared for supervision duties. Strategies used by supervisors to enhance their supervision skills included inservice training and professional reading. The most difficult issues in staff supervision included raising personal issues with the staff, staff conflict, and assisting staff to set professional goals. The most common methods to assess staff professional development needs were informal discussion and a staff appraisal form. A number of variables were analyzed to identify factors in the workplace that have an impact on the nature of the supervision task and the ability of the director to undertake supervision, including management structure, center size, and allocation of release time. The only variables related to difficulty in supervision were years of teaching experience and years of director experience. (Contains 30 references.) (KDFB)

ED 406 040 PS 025 264

Maloney, Carmel
Ritual and Pedagogy: How One Teacher Uses Ritual in a Pre-Primary
Classroom Setting.
PUB DATE- 96
NOTE- 10p.; In: Australian Research in Early Childhood Education.
Volume 1, 1996; see PS 025 254.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Environment; Foreign
Countries; Participant Observation; Preschool Education;
Preschool Teachers; *Socialization; *Teacher Behavior; *Teacher
Student Relationship; Teaching Methods
IDENTIFIERS- Australia (Australian Capital Territory)

Rituals provide a latent structure for teachers that goes beyond the surface meaning of conformity and control to a deeper symbolic meaning for the participants. They are used as a way of defining what is to be taught and how it is to be taught, reflect the teacher's decisions about what is pedagogically sound, and are based on their personal ideology. This study-in-progress examined the forms and functions of ritual in pre-primary classroom settings, and examined ritual as a means of interpreting the tacit dimensions of how one pre-primary classroom teacher works within an implicit pedagogical framework. Several data collection methods were used: field observations, observational records, interviews, videotaping, availability of FPS services by creating new programs (44 states) or expanding existing ones (47 states). Fifty-six percent of federal funds are budgeted to family support and the remainder to family preservation. States plan to track the results of these services by measuring the number of clients served, the extent to which their needs are met, improvements in parent-child relationships, service coordination, and indicators of community well-being. At least 11 states are planning formal evaluations. Two federally sponsored evaluations are underway. Early results from 10 states indicate some successes, such as preventing child removal and continued maltreatment. The extensive community and interagency collaboration required has resulted in improved identification of service needs, setting of priorities, and receipt of services by at-risk families otherwise overlooked. (Appendices include methodology details and a copy of the survey.) (KDFB)

ED 406 059 PS 025 312

Adams, Gina
How Safe? The Status of State Efforts To Protect Children in Child Care.
PUB DATE- Oct 95
NOTE- 86p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Compliance (Legal); *Day Care Centers; Elementary Secondary Education; *Family Day Care; State Legislation; *State Regulation; State Surveys; Trend Analysis
IDENTIFIERS- Caregiver Child Ratio; Caregiver Qualifications; Child Safety; *Day Care Licensing; Day Care Quality; *Day Care Regulations; Vaccination

Based on the view that strong state child care licensing policies can influence the quality of child care and thereby enhance children's health and development, this report examines the status of state efforts to improve the quality of child care programs. Almost all data were collected for a 1993 Parenting Magazine survey, and were verified by state administrators. The report is divided into six sections. The first section summarizes the findings and identifies gaps in state efforts to protect children. The second section covers selected health and safety regulations. The third section describes state policies on caregiver-child ratios and maximum group sizes. The fourth section examines guarantees for parents to visit programs unannounced and compliance visits by state licensing staff. Exemptions from regulations for family child care providers are highlighted in the fifth section. The sixth section consists of appendixes on the importance of child care, liability insurance requirements, corporal punishment restrictions, and state contacts for child care licensing information. Key findings from the survey indicate that, although several states have improved efforts to protect children in child care, in a number of states, inadequate protections persist. Forty-five states require all children in child care to have basic immunizations, but 15 states do not require children to have the vaccine against bacterial meningitis. Twenty-two states do not require that family child care providers have first aid training. Eighteen states allow one caregiver to care for five 6-month-olds, but a majority of states require programs serving 6- to 12-month-olds to meet national recommendations on child-caregiver ratios. Almost half the states do not limit the number of children per group. Parents are generally allowed unrestricted access to their child's program, but many states

NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Alcohol Education; American Indian Education; Community Involvement; Community Surveys; Drug Education; Elementary Secondary Education; *Family Involvement; Family Programs; Federal Aid; Higher Education; *Partnerships in Education; Program Effectiveness; Program Evaluation; Reservation American Indians; *Sioux (Tribe); Student Surveys; *Substance Abuse; Youth

This report evaluates the Okiyapi Community Partnership, a 5-year federally funded program that aimed to reduce alcoholism on the Devils Lake Sioux Reservation in rural North Dakota. The major goals of the project included development of an interagency coordinating body, establishment of family circle groups, and training of Native American addiction counselors. During the first 2 years of the project, five tribal members completed college courses in addiction counseling, with two of the five receiving degrees in addiction counseling. These individuals made up the project's core staff, which facilitated the creation of a stable interagency coalition and implemented prevention awareness activities through four district family circle groups. The coalition, led by Little Hoop Community College, consisted of over 30 members from local schools, the Tribal Council, and various tribal and public agencies. Interagency coordination involved sharing of data and human and material resources, and collaboration in designing, implementing, and publicizing substance abuse prevention activities. Evaluation data included annual community surveys of substance abuse perceptions and prevalence, surveys of high school students, personal interviews with coalition members, reports of daily activities of coalition staff, tribal court statistics, coalition meeting minutes, activity sign-up sheets, and internal and external correspondence related to the partnership. Process and outcome evaluation measures showed evidence of strong interagency coordination in all program aspects, significant increase in community awareness of the program, extensive family involvement in program activities, declines in reported use of alcohol and related problems among youth, community-wide decline in alcohol-related offenses, and changes in tribal law restricting availability of controlled substances. Includes numerous figures and tables. (LP)

ED 406 077 RC 020 952

On Many Edges: The Hispanic Population of Indiana. Heartland Center Reports.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 96
NOTE- 71p.; Some figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; *Age Differences; *Census Figures; *Demography; Educational Attainment; Elementary Secondary Education; Employment Level; Geographic Distribution; Higher Education; *Hispanic Americans; Income; Language Usage; Mexican Americans; Poverty; Puerto Ricans; Sex Differences; *Socioeconomic Status
IDENTIFIERS- Hispanic American Students; *Indiana

This report uses 1990 census data to examine the demographic, social, and economic characteristics of the Hispanic population

(150)
DESCRIPTORS- Cooperative Learning; *Educational Change; Educational Practices; Elementary Secondary Education; Foreign Countries; Higher Education; *Inclusive Schools; Inservice Teacher Education; Mainstreaming; *Professional Development; Reflective Teaching; *Regular and Special Education Relationship; *Resource Teachers; *Rural Schools; Special Education; Team Teaching; Theory Practice Relationship
IDENTIFIERS- *Alberta

This paper describes how Clive School, a small rural K-9 school in Alberta (Canada), used a team teaching approach and the best practices of staff development to facilitate the inclusion of special needs students into general education classrooms. Since September 1989, the staff at Clive School have been involved in developing their school into a Cooperative Learning Demonstration School. In contrast to the traditional special education pull-out program, cooperative learning (CL) involves co-teaching partnerships between the classroom and the resource specialist teacher. In June 1990, the school received a 2-year grant to provide CL training, technical assistance, and consulting services to the Clive school staff; identify key tools, strategies, and ideas that empowered staff at Clive school; and create a videotape explaining the project. Following a half-day CL inservice, teachers decided to focus on CL as the primary professional development project for the next 2 years. Specifically, the 2-year project aimed to help teachers understand distinctions among competitive, individualistic, and cooperative goal structures, as well as the five basic elements of social learning. During this period, teachers developed a team action plan describing how CL would be implemented based on the best practices of staff development, implemented CL in their classrooms, formed peer coaching relationships to help each other learn CL teaching strategies, and elected to become an Alberta CL demonstration program so that other teachers could observe CL strategies in the classroom. (LP)

ED 406 094 RC 020 995

Sullivan, Michael E.
Stemming Teacher Turnover in Rural Settings: A Follow-Up Study.
PUB DATE- Mar 97
NOTE- 10p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986. For earlier study, see ED 369 618.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; Degree Requirements; Elementary Secondary Education; Graduate Study; Higher Education; Licensing Examinations (Professions); Nontraditional Students; Program Effectiveness; *Rural Education; Special Education; *Special Education Teachers; Teacher Competency Testing; Teacher Education Programs; *Teacher Persistence; Teacher Shortage
IDENTIFIERS- *West Virginia

This paper describes an alternative certification program that was developed to address the shortage of certified special education teachers in West Virginia. The goal of the program is to provide students from a noneducational background with opportunities at the master's degree level to become special education teachers in one of three categories: mental retardation, specific learning disabilities, or behavior

American, hearing, and untrained in deaf education, teachers have the primary responsibility for exposing culturally diverse deaf children to their ethnic roots and their deaf culture. The Personal Culture Form allows teachers to explore cultural variables related to values and behaviors, sense of group membership, experiences of minority status, and transforming life events in the contexts of family, neighborhood, community, school, and individual student. Cultural brokers such as parents, other family members, community members, and minority-group school personnel should be called upon to help the teacher fill in the form and discuss the cultural variables. The Curricular Strategy Form can be used for generating educational strategies to address those variables that are not shared across contexts. Six steps explain how to use the forms, and a case study of an American Indian deaf child of hearing parents demonstrates how knowledge of a student's cultural background is used to make learning relevant and enhance parent and family involvement in the school. The two forms are included. (SV)

ED 406 110 RC 021 011

Jackson, Fay Balch
The Effects of Using a Cross-Content Learning Strategy--Read, Imagine, Decide, and Do (RIDD)--on the Academic Performance of Rural Secondary Students with Mild Learning and Behavior Disorders.
PUB DATE- Mar 97
NOTE- 10p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Risk Students; *Learning Disabilities; *Learning Strategies; Mild Disabilities; Reading Comprehension; *Reading Difficulties; Reading Improvement; *Reading Strategies; Rural Education; *Rural Youth; Secondary Education; *Secondary School Students; Special Education

If rural communities are to remain viable, rural schools must seek ways to allow all students to learn, especially those "at risk" or with mild learning disabilities. Research has shown that many children with mild learning disabilities have faulty reading strategies and academic behaviors that interfere with reading comprehension and the solution of math word problems. With continuing failure, such students lose self-esteem and avoid reading. Aimed at providing students with better reading strategies, RIDD (Read, Imagine, Decide, and Do) consists of four steps: (1) read the passage from the first capital to the last end mark without stopping (in order to promote more efficient decoding); (2) imagine, or make a mental picture of what you have read (in order to focus on the concept and self-monitor comprehension); (3) decide what to do; and (4) do the work. Two resource room teachers taught the RIDD strategy to 20 rural secondary students with learning disabilities or mild mental retardation. After 3 weeks, the students in one classroom showed a significant improvement in academic performance. The teachers also reported increased student interest and motivation. (SV)

ED 406 111 RC 021 012

Gold, Veronica; And Others

describes the manual's purpose and modes of utilization, and gives a scope and sequence for Math 26 and how it relates to other programs. The second section describes the sub-themes of earning money, budgeting and banking, skills for the consumer, and math in the workplace that are seen throughout the manual. The next section presents the program emphases of problem solving, uses of technology, computational facility and estimation, situational and concrete approaches, and evaluation. The last section contains three appendices listing resources, consumer affairs offices, and regional offices of education. (MDH)

ED 406 127 SE 052 747

Science 26: Teacher Resource Manual. Integrated Occupational Program. Interim 1991.
PUB DATE- 91
NOTE- 295p.; For Mathematics 26 Teacher Resource Manual, see SE 052 746.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication Skills; Cooperative Learning; Curriculum Design; Curriculum Guides; Educational Strategies; Foreign Countries; High Schools; Inquiry; Instructional Materials; Integrated Activities; Integrated Curriculum; *Learning Activities; Lesson Plans; Manipulative Materials; Problem Solving; Resource Materials; School Community Relationship; Science Activities; Science and Society; Science Education; *Science Instruction; Science Projects; *Secondary School Science; Student Projects; Teaching Guides; Teaching Methods; Thinking Skills
IDENTIFIERS- Alberta

The Integrated Occupation Science 26 Program is an optional program designed to allow students in Alberta, Canada to meet the credit requirements of the Certificate of Achievement and facilitate transfer to the General High School Diploma Program. This Teacher Resource Manual is provided to assist classroom teachers to implement the Science 26 Program. Teachers can use this manual as a practical planning and instructional tool in translating the intentions of the science program into classroom practice. The manual provides: (1) information about the goals of the science program, (2) four themes that address the development of prescribed concepts, skills, and attitudes, (3) suggestions for planning the program, relating the science instruction to essential life skills, developing communication and thinking skills, and utilizing community resources throughout the science program, (4) strategies for solving problems, conducting scientific inquiry, resolving societal issues, and assessing student progress, and (5) suggestions for planning experiential learning activities. The document is divided into four sections. The Introduction describes the manual's purpose and modes of utilization, gives a scope and sequence for Science 26, and explains how it relates to other programs. The second section describes the sub-themes of personal health and lifestyle, materials in daily life, technology in transportation, and energy and the environment. The next section presents the program emphases of the nature of science, science and technology, related societal issues, communication skills, and evaluation. The last section contains three appendices listing resources, consumer affairs offices, and regional offices of education. (MDH)

PUB DATE- Mar 97
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; *Biology; Case Studies; *Course Content; Curriculum Development; *Education Majors; Elementary Education; Higher Education; *Preservice Teacher Education; Professional Development; Program Evaluation; Science Curriculum; *Teacher Attitudes; *Teacher Education Programs; Teaching Methods; Training Methods

In response to national reform movements, an introductory biology content science course specifically designed for elementary education majors has been developed and implemented for 3 years in a collaborative manner between the School of Biological Sciences and the Teachers College. Preliminary and ongoing quantitative survey analysis of teacher attitudes towards science showed statistical significance in all sections taught and analyzed over the past 3 years. This is an in-depth qualitative multiple-case study using cross-case analysis to explore the reasons for the attitude and confidence shift, and to generate a substantive theory based upon the findings. Evidence collected and analyzed came from journal entries, pre- and post-interviews, videotape, informal conversations, classroom assignments, and teaching assignments. Data clearly showed similar themes in each case. Cross-case analyses showed a personal progression in learning content biology with a concurrent philosophical development. This cross-case comparison led to a substantive theory of how preservice teachers experience learning in this alternative-content science course. The substantive theory clearly labeled hurdles which each of the participants experienced and overcame with participation in the course. Contains 63 references. (Author/PVD)

ED 406 150 SE 059 810

Segal, Gilda
A Sociocultural Model of Learning and Teaching in Early Childhood Science Education.
PUB DATE- Mar 97
NOTE- 43p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; *Cognitive Processes; Concept Formation; Cooperation; Critical Thinking; Cultural Background; *Discussion (Teaching Technique); Experiential Learning; Foreign Countries; Group Activities; Inquiry; Learning Theories; *Modeling (Psychology); Primary Education; *Science Instruction; *Sociocultural Patterns; Student Journals; Student Reaction; Teaching Methods
IDENTIFIERS- Australia (Sydney)

The purposes of this study were to: (1) investigate the process of development of young children's ideas when (and if) they appropriate science from the conceptual area (i.e., light) during whole-class and small-group interactions; and (2) advance understanding of relationships between a niches; and education reform as evolution. The Year 2000 case study confirmed the utility of the framework. Application of the framework to current reforms in the United States revealed common learning and pedagogical attributes such as literacy, critical thinking, constructivism, and authentic assessment. Contains 41 references. (Author/PVD)

ED 406 169 SE 059 832

Osisioma, Uzoamaka Irene Ngozi
Remediation of Gender Inequity in Science in a Developing Country: An Experiment with Cooperative Concept Mapping.
PUB DATE- Mar 97
NOTE- 7p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Concept Mapping; *Cooperative Learning; Educational Strategies; Equal Education; Foreign Countries; *Science Education; Scientific Concepts; Secondary Education; Sex Differences; *Sex Fairness; Teaching Methods
IDENTIFIERS- *Gender Issues; Nigeria

The consistent reports on gender inequity in science achievement have led to a search for more effective strategies for correcting the imbalance. This study is part of a search which sought to investigate whether or not the cooperative-concept mapping technique improves the science achievement of girls. A non-equivalent control group quasi-experimental design involving three intact groups was adopted. Three schools and 362 Junior Secondary School (JSS) II (equivalent to 8th grade) students in Nnewi Urban, Anambra State of Nigeria constituted the sample. The subjects in each of the three groups were tested before and after treatment which spanned 8 weeks. The Test of Integrated Science Achievement (TISA) was used for data collection. Results showed that the cooperative-concept mapping strategy significantly improved the achievement of girls in the selected integrated science concepts. Contains 33 references. (Author/JRH)

ED 406 170 SE 059 833

Rice, Diana C.; Snipes, Christy
Children's Trade Books: Do They Affect the Development of Science Concepts?
PUB DATE- 23 Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 23, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Books; *Childrens Literature; *Concept Formation; Constructivism (Learning); Elementary Education; Interdisciplinary Approach; Marine Biology; *Prior Learning; *Reader Text Relationship; Science Activities; Science Instruction; *Scientific Concepts
IDENTIFIERS- Trade Books; Whales

The purpose of this research study was to explore the effects of children's trade books on the development of science concepts.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Computer Science;
  *Cooperative Learning; Educational Strategies; Higher
  Education; Teaching Methods; *Thinking Skills

This study compared the content comprehension and logical reasoning ability in two groups of second-semester university computer science students. The control group (n=25) received instruction in a traditional lecture/discussion learning environment three days a week for nine weeks. The treatment group (n=24) met in a cooperative learning environment for the same number of hours as the control group. Each group was given a pretest and posttest to measure levels of content comprehension and logical reasoning ability. No statistically significant differences were found with regard to content comprehension or logical reasoning ability; however, the experimental (cooperative) learning group did have a significantly higher attendance rate. In addition, other qualitative differences support many previous findings on cooperative learning environments. Contains 21 references. (Author)

ED 406 190   SE 059 882

Edgington, Judith R.
What Constitutes a Scientific Explanation?
PUB DATE- 23 Mar 97
NOTE- 11p.; Paper presented at the Annual Meeting of the National
  Association for Research in Science Teaching (Oak Brook, IL,
  March 21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
  (070),Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications; Elementary Secondary Education;
  Higher Education; *Philosophy; *Science Instruction
IDENTIFIERS- *Explanation; Nature of Science

The purpose of this study was to investigate the nature of scientific explanations used in science education. Science educators agree with philosophers that explanation is the very purpose of science itself and explanation tasks are commonly used to assess students' understanding. However, little research is done on the nature of the explanations given by individuals who have received formal science instruction. A review of the views on explanation expressed by philosophers, physicists, and science educators suggests that these groups not only hold different perspectives, but they are concerned with different aspects of the problem. Philosophical analyses highlight the pragmatic factors involved in explanations as well as their logical structure. Physicists view explanations as part of "playing by the rules" of the scientific domain which are very distinct from the rules used in everyday domains. Studies in the nature of explanation in science education stand on looser philosophical grounds. These studies are naturally interested in types of teaching explanations and in students' explanations, which represent diverse groups of individuals with very different characteristics and in many different settings. Findings suggest that the potential in this area of research has yet to be recognized. Contains 41 references. (Author)

ED 406 191   SE 059 884

contextualized curriculum is potentially quite powerful for addressing the nature of science and technology in school curricula and materials. Contains 100 references. (Author)

ED 406 213 SE 059 950

Hoek, Dirk; And Others
The Effects of Social and Cognitive Strategies Instruction on the Mathematics Achievement in Secondary Education.
PUB DATE- Mar 97
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cognitive Style; *Cooperative Learning; Foreign Countries; Intergroup Relations; Learning Strategies; Mathematics Instruction; Metacognition; Secondary Education; Small Group Instruction; Thinking Skills
IDENTIFIERS- Netherlands

Studies show that training students in the use of social and cognitive strategies contributes to learning; however, low-achieving students seem unable to benefit from such interventions. This intervention study addressed the following question: In secondary mathematics, what are the general and differential effects of training students in social and cognitive strategies on learning in cooperative groups? Two instructional programs for cooperative learning were compared: (1) an experimental program with training in the use of social and cognitive strategies, and (2) a control program similar in mathematical content and overall instructional design but lacking instruction in use of social and cognitive strategies. Teaching cognitive and social strategies had an expected, positive effect on the mean Mathematical Reasoning Ability test and on the domain-specific test on measurement and measures. Intervention had no effect on the mean achievement of the domain-specific test for information processing. Differential effects between high- and low-achieving students were found on both the Mathematical Reasoning Ability test and the Information Processing test, but none on the Measurements and Measures test. Low-achieving students in the experimental group gained more on the domain-specific test than low-achieving students in the control program. Contains 58 references. (Author/PVD)

ED 406 214 SE 059 951

DeMars, Christine
Physics or Biology? Geometry or Algebra? Gender and Content Area Interactions on a High School Proficiency Test.
PUB DATE- Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Grade 11; High Schools; Knowledge Level; Mathematical Aptitude; Mathematics Curriculum; *Mathematics Tests; Science Curriculum; *Science Tests; *Sex Differences; Units of Study

PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Career Awareness; *Discovery Processes; Engineering Education; *Ethics; Learning Activities; Mathematics Education; *Outreach Programs; Problem Solving; Science Education; Secondary Education; Technology Education

The Young Scholars' Program of the National Science Foundation is designed to stimulate and extend the interests in science and mathematics of students entering grades 7 through 12. An additional goal of the program is to encourage them to investigate and pursue careers in science, mathematics, engineering, and technology. The program strongly emphasizes student participation in the process of scientific discovery through interaction with practicing scientists in the laboratory and in the field. Projects offer a combination of instruction, research, and problem-solving activities along with opportunities to explore career options and confront issues of ethics in science. This directory lists the Young Scholars projects scheduled for 1997 that take place at sites throughout the United States. In addition to the summer activities, follow-up occurs during the academic year, often involving parents, other students, and teachers in the home schools. The entries in this directory are organized by the state of the sponsoring institution. Some projects draw participants from the immediate local vicinity, others accept applications state-wide, some are regional, and still others are national in scope. (JRH)

ED 406 236 SE 060 116

Shearer, Deborah A.; Vogt, Gregory L.
Rockets: A Teacher's Guide with Activities in Science, Mathematics, and Technology. Grades K-12.
PUB DATE- Sep 96
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Data Collection; Data Interpretation; Demonstrations (Science); Educational Resources; Elementary Secondary Education; *Hands on Science; *Interdisciplinary Approach; Mathematics Education; Problem Solving; Science Activities; *Science Process Skills; *Space Sciences; Teaching Guides; Teamwork; Technology Education
IDENTIFIERS- *Rockets

This guide contains activities that emphasize hands-on involvement, prediction, data collection and interpretation, teamwork, and problem solving. It begins with background information on the history of rocketry, scientific principles, and practical rocketry. Following the background sections are a series of activities that demonstrate the basic science of rocketry while offering challenging tasks in design. A brief background section within each activity elaborates on the concepts covered and points back to the introductory material in the guide. Information about where the activity applies to science and mathematics standards, assessment ideas, and extensions is also included. Because many of the activities and demonstrations apply to more than one subject area, a matrix chart is included that identifies opportunities for extended learning experiences. This guide also contains a suggested

Local History; Oral History; Social History; *Social Studies; State History
IDENTIFIERS- *Iowa

This theme issue of "The Goldfinch" presents the story of Iowans at work beginning with the Ioway Indians before 1830 through the Great Depression of the 1930s. One article looks at how children worked to help their families buy food and clothing. Organized labor helped all workers in Iowa by providing better working conditions. Women in Iowa's workforce demonstrates how hard women worked in factories and also worked raising families. The Great Depression hurt many Iowa farmers because they were not able to pay back their bank loans. Stories from children currently living in Iowa and examples of the kind of work they do today conclude this issue. (JAG)

ED 406 257 SO 026 516

Rank, Hugh
Persuasion Analysis: A Companion to Composition.
PUB DATE- 88
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advertising; Art Education; Communications; *Consumer Education; Content Analysis; *Critical Thinking; Evaluation Methods; Higher Education; *Language Arts; Mass Media; *Persuasive Discourse; Rhetoric; Secondary Education

Paying less attention to the traditionally taught rational, logical argument analysis format, this book focuses on analysis of the emotional, non-logical persuasive language and techniques often seen in television advertisements. In so doing, readers become more discerning consumers and hone their writing skills. Designed as both a self-study guide and as a companion to a composition course, this book contains comprehensive checklists for analyzing and creating persuasive compositions. (DQE)

ED 406 258 SO 026 517

Rank, Hugh
The Pitch: How To Analyze Ads. 2nd Edition.
PUB DATE- 91
NOTE- 160p.; For the first edition, see ED 240 596.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advertising; Art Education; Communications; Consumer Education; Content Analysis; *Critical Thinking; Evaluation Methods; Higher Education; Language Arts; Mass Media; *Persuasive Discourse; *Psychology; Secondary Education

This book probes the ways ads persuade people to purchase, and attempts to teach individuals to become more discerning consumers. Critical thinking, when applied to analyzing ads, benefits consumers by helping them recognize patterns of persuasion and sort incoming information in order to get to the hidden message. The book s basic premise is that all people are benefit-seekers and persuaders are benefit-promisers. There are packet includes an essay introduction to the early influences on Indian life, maps of the region with classroom activities, a time line of the chronology of India from 2300 B.C. to the present, stories and illustrations of the gods of India, a 19-item bibliography for further research, the slide list, slide descriptions and slide script. (EH)

ED 406 281 SO 027 098

Schardt, Molly; And Others
A Feeling for Clay: Japanese Pottery from Ancient to Pre-Modern Times. A Teacher Workshop on May 8, 1993. Teacher's Packet.
PUB DATE- 93
NOTE- 74p.; Slide set not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art History; *Asian History; Foreign Countries; Higher Education; *Japanese Culture; Non Western Civilization; Secondary Education; Social Studies; Teaching Guides
IDENTIFIERS- *Asian Art; *Japan

This packet accompanies a slide series designed to introduce students to the clay pottery works of Japan. The packet includes an essay introduction to the early influences on Japanese pottery, maps of the region, a time line of the chronology of Japan from 2000 B.C. to the present, illustrations of types of kilns, a 18-item bibliography for further research, the slide list, slide descriptions and slide script. (EH)

ED 406 282 SO 027 099

Schardt, Molly; And Others
Japanese Painting: Form and Function. A Teacher Workshop on May 14, 1994. Teacher's Packet.
PUB DATE- 94
NOTE- 54p.; Slide set not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art History; *Asian History; Foreign Countries; Higher Education; *Japanese Culture; Non Western Civilization; Secondary Education; Social Studies; Teaching Guides
IDENTIFIERS- *Asian Art; *Japan

This packet accompanies a slide series designed to introduce students to Japanese painting from the 12th century to the late 19th century. The packet includes an essay introduction to establish a historical framework, maps of the region, a time line of the chronology of Japan from 2000 B.C. to the present, illustrations of various art forms, a 17-item bibliography for further research, the slide list, slide descriptions and slide script. (EH)

ED 406 283 SO 027 100

Schardt, Molly; And Others
The Islamic Arts of Asia. A Teacher Workshop on April 29, 1995. Teacher's Packet.
PUB DATE- 95
NOTE- 56p.; Slide set not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

socialization in the arts and subsequent arts participation, as measured in the data collected in the 1992 Survey of Public Participation in the Arts (SPPA) conducted by the U.S. Census Bureau. The study aims to increase understanding of art socialization experiences as they relate to educational experiences. The extent to which U.S. adults have been exposed to arts lessons and classes as children or young adults is examined and an attempt made to determine whether the nature and extent of the relationship between that exposure and current participation has changed since a SPPA conducted in 1982. The monograph is organized in 6 sections. After the Introduction in section 1, section 2 reviews the 1982 SPPA findings on arts socialization experiences and their relationship to current arts-related activities. Section 3 provides detailed findings on the distribution of socialization patterns in the adult population, and an analysis of how socialization experiences for specific age groups have changed over time. Section 4 explores art socialization experiences and demographic characteristics as predictors of adult arts participation. Section 5 examines the influences of spouses on each others' current arts participation behavior, especially in terms of the interaction of socialization experiences and current behavior. Finally, section 6 discusses the significance of the 1982-1992 socialization data for the development of future art audiences. (MM)

ED 406 306 SO 027 502

American Participation in Theater.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; *Audience Analysis; *Audience Participation; Audiences; Drama; Fine Arts; Participation; Social Science Research; *Theater Arts
IDENTIFIERS- Arts Participation; *Survey of Public Participation in the Arts

In Surveys of Public Participation in the Arts (SPPAs) conducted in 1982, 1985, and 1992 by the U. S. Census Bureau, randomly-selected interview subjects (age 18) were asked a series of questions relating to their participation in the arts through attendance at live performances, exposure via mass media, personal participation in the arts, interest in attending more often, childhood exposure to the arts, and related topics. This report focuses exclusively on participation in stage plays. U.S. participation in theater or "non-musical" stage plays increased from 11.9% of all adults in 1982 to 13.5% in 1992--an increase of 13.4% and the largest among the seven benchmark categories studied (jazz, classical music, opera, musicals, plays, dance, and visual arts). This analysis also examines the theater audience and its characteristics, and explores the dynamic forces shaping theater participation. Changes in producing and touring activity are discussed, as well as the evolving nature of the art form itself. (MM)

ED 406 307 SO 027 509

Flora, Sherrill B.
Multicultural Mini-Units. Elementary.
PUB DATE- 93
NOTE- 99p.

teacher behavior, teaching methods, subject content and examinations, lack of commitment to study, and psychological problems. Students from different academic departments also tended to differ in how they rated factors. Six tables summarize the statistical data. A list of the 83 factors and factor loadings used in the study is provided in the appendix. (CH)

ED 406 327 SP 037 152

Jansma, Frank; And Others
The Relation between Teacher Thought and Behavior: Implications for Teacher Training.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Theories; *Cognitive Processes; Elementary Secondary Education; *Faculty Development; Foreign Countries; Higher Education; Preservice Teacher Education; *Teacher Behavior; Teacher Education Programs; *Teacher Improvement; Theory Practice Relationship
IDENTIFIERS- Netherlands

This paper is a theoretical description of the mental processes that occur as part of teachers classroom behavior. Concepts are applied from the field of cognitive science and the following model is offered: the brain has an intrinsic dynamic nature with hierarchically organized levels of functioning; there is a large degree of interconnectedness between individual neurons, groups of neurons, and systems of neurons; and there is a continuous stream of parallel and temporal information processing through these connections. The development of methodical teaching behavior follows from the assumption that teachers will become better able to steer or modify their classroom behavior in accordance with the demands of the environment. Teachers must frequently react quickly to classroom situations and this prevents reflection on action with the responses coming from lower levels of subconscious behavior rather than higher. Therefore, teacher improvement must focus on making certain teacher behaviors part of the subconscious response. The challenge for teacher training and staff development is to help student teachers perform subconsciously in a way that is effective in promoting student learning. Teachers must be taught new behavior that is at first counter-intuitive for them but that with practice will become part of their subconscious. (Contains 18 references.) (JLS)

ED 406 328 SP 037 153

Koetsier, Cor P.; And Others
Partnership and Cooperation between the Teacher Education Institute and the Schools: A Precondition for Structured Learning from Practice in School-Based Programmes.
PUB DATE- 96
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Teacher Education in Europe (21st, Glasgow, Scotland, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Inviting Success in the Elementary Classroom: Putting Theory into Practice.
PUB DATE- 95
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classroom Environment; *Culturally Relevant Education; Grade 6; *Instructional Improvement; Intermediate Grades; *Language Arts; *Learner Controlled Instruction; *Parent Teacher Cooperation; Program Effectiveness; Teacher Effectiveness; Theory Practice Relationship
IDENTIFIERS- Hawaii

This paper presents one sixth-grade teacher's efforts to advance curriculum at a Hawaii elementary school through continuous monitoring of the effectiveness of her learning and teaching program. Deliberate and careful reflections in personal teaching journals, meetings with an educational consultant, school administrators, and teaching colleagues, classroom observations, and student interviews were used as part of an ongoing program designed to promote an inviting, people-oriented classroom community. A child-centered classroom environment has been created in which students are encouraged to negotiate and co-plan a curriculum that includes a variety of interests and a combination of teaching methods. To maintain a high level of motivation, a reward system is used and students and their parents receive frequent positive feedback. Cooperative student-teacher work is used to model good reading and writing habits, and collaborative journal writing to encourage sharing of ideas. (Contains 8 references.) (JLS)

ED 406 346 SP 037 237

Harris, Larry B.; And Others
Using Performance-Based Assessment To Improve Teacher Education.
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (77th, Washington, DC, February 15-17, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Higher Education; *Instructional Improvement; Partnerships in Education; *Performance Based Assessment; Program Development; Program Improvement; *State Standards; *Student Teacher Evaluation; Student Teachers; *Teacher Education Programs
IDENTIFIERS- National Council for Accreditation of Teacher Educ; *University of Arkansas Monticello

This paper presents an extensive review of the current literature related to the use of performance-based assessment in the preparation of teachers, and includes references to the Interstate New Teacher Assessment and Support Curriculum (INTASC) and the Arkansas standards for licensure of beginning teachers. The paper also describes the use of performance-based assessment in conjunction with the transformation of the teacher preparation program at the University of Arkansas at handicaps. The appendix provides definitions of terms. (Author/ND)

ED 406 364 SP 037 257

Boe, Erling E.; And Others
The Production of Degree Graduates by Teacher Preparation Programs in Special and General Education: Too Much or Not Enough? Research Report No. 1996-TSD4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Beginning Teachers; College Graduates; *Degrees (Academic); Elementary Secondary Education; Higher Education; National Surveys; Preservice Teacher Education; Public Schools; *Public School Teachers; Special Education; Tables (Data); *Teacher Education Programs; *Teacher Employment; *Teacher Supply and Demand
IDENTIFIERS- Integrated Postsecondary Education Data System; Schools and Staffing Survey (NCES)

This research analyzed the yield of degree graduates from teacher preparation programs for the national teaching force in public schools. Estimates were obtained for the percentage of such graduates who: (1) entered public school teaching soon after graduation; (2) delayed entering public school teaching for one or more years after graduation; and (3) already held public school teaching positions at the time of degree completion and then continued as public school teachers. The yield of degree graduates from teacher preparation programs was examined separately for special education and for general education. The findings pertain to 1990 graduates from teacher preparation programs as a source of supply for public schools during the 1990-91 year. The findings were derived from two national database compiled by the National Center for Education Statistics: the Integrated Postsecondary Education Data System and the Schools and Staffing Survey. In 1990, there were approximately 15,400 degree graduates in special education and 130,900 in general education. The overall yield of recent graduates entering the teaching force was 81 percent in special education and 57 percent in general education. It was concluded that the production of degree graduates from teacher education programs in special education has been insufficient to meet the demand, and that the overall production of general education teachers has not been excessive. (Contains 16 references.) (JLS)

ED 406 365 SP 037 258

Newman, Kathryn A.
Combining Standards with Changing Teacher Needs: Introducing Teacher Research Strategies to Preservice Teachers.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

2-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Critical Thinking; Elementary Education; Higher Education; Longitudinal Studies; Masters Degrees; *Outcomes of Education; *Preservice Teacher Education; *Reflective Teaching; Student Journals; *Student Teachers
IDENTIFIERS- *Preservice Teachers

The level of reflection achieved by preservice teachers (N=21) at the end of their Master of Education program is analyzed in this exploratory study. Data were collected from class sessions and field experiences during three quarters. Subjects engaged in reflection by writing in journals about readings, class discussions, and field or student teaching experiences. Findings indicated that if preservice teachers engage in reflective activities, they improve their level of reflection but do not achieve the highest levels of reflection without specific training. Without any background in teaching theory, preservice teachers retold events without interpretation or analysis. Preservice teachers with training seemed to gain more understanding about the application of certain strategies or procedures. Results suggested that the theme of teachers as reflecting professionals should be pursued in preservice education and specific training should be extended in these programs. Includes five tables with statistics. (Contains 16 references.) (LH)

ED 406 385 TM 019 062

1991-92 Estimates of School Statistics As Provided by the State Departments of Education. Data-Search. 50th Anniversary Edition.
PUB DATE- 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Finance; Educational Trends; Elementary Secondary Education; *Enrollment; *Estimation (Mathematics); Expenditures; Federal Government; *Financial Support; Government Role; Local Government; *National Surveys; Public Schools; School Personnel; *School Statistics; State Government; Student Characteristics; Trend Analysis

The data in this report provide facts about the extent to which national, state, and local governments commit resources to educate youth. Current information is presented about public school enrollment and participation, employment and compensation of personnel, and finances, as reported by state education departments. The state-level data featured permit broad assessments of trends in staff salaries, sources of school funding, and levels of educational expenditures. Data should be used with the understanding that reported state totals and averages may not reflect the varying conditions that exist among school districts and schools within a state. After an overview that summarizes significant developments in public school statistics, specific attention is paid to: (1) trends; (2) general administration; (3) students; (4) instructional staff; (5) revenues; and (6) expenditures. As enrollment and expenditures are increasing, the federal contribution remains at about the same level, forcing state and local governments to meet the expanding financial needs of public education. Twenty-creates new challenges for department chairs using clinical supervision at the junior college level. In 1969, the Goldhammer Clinical Supervision Model was developed, which included the following five stages: a pre-observation conference, classroom observation, analysis of findings and strategy formation, the teacher-supervisor conference, and a post-conference analysis. Although this clinical supervision model can be effectively implemented in a junior college setting, the diverse make-up of faculty can complicate the process and require modifications by the supervisor prior to beginning clinical supervision. For example, former high school teachers may bring resentment from past supervision experiences to the process, graduate students may have very little formal training in educational techniques, and university professors may not be accustomed to supervision at all. Contains 13 references. Appendixes provide the Goldhammer model and a sample faculty assessment instrument. (HAA)

ED 405 932 JC 970 251

Strategic Plan for Information Technology, 1997-2002: Communication, Cooperation, and Collaboration.
PUB DATE- 97
NOTE- 111p.; Presented by the InfoTech Committee.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *College Planning; Community Colleges; Computer Networks; *Computer Uses in Education; Educational Technology; Electronic Mail; *Information Technology; Mission Statements; *Organizational Objectives; Resource Allocation; Staff Development; *Strategic Planning; *Telecommunications; Two Year Colleges
IDENTIFIERS- Los Angeles City College CA

This document presents the strategic plan for information technology at California's Los Angeles City College (LACC) for 1997 through 2002. Following introductory materials, chapter 1 provides background on planning at LACC and describes the Information Technology Core Committee. Chapter 2 describes the college's philosophy and vision related to information technology in education and presents four main goals and seven principles guiding the plan. Chapter 3 focuses on physical resources, providing overviews of LACC and the LACC District computing systems; information on contracts and licenses, security, and services provided; and a description of the college's telecommunications infrastructure. Chapter 4 discusses organizational support for administrative and academic computing and describes recommended changes and staff additions for phase 1 of the plan, from 1997-2000, and phase 2, from 2001-2003. Chapter 5 describes staff development initiatives, including LACC's teaching-learning center and proposed professional development training and activities. Chapter 6 discusses the role of technology in educational planning, describing LACC's learning community approach, while chapter 7 reviews issues related to financing new technologies, including schedules of recurring and projected expenditures. Chapter 8 provides policies and procedures related to the use of computers and networks, educational media, electronic mail, requests for allocation of resources, and equipment disposal and recycling. Chapter 9 presents the plan of action, including immediate, midterm, and on-going recommendations. Appendixes provide supporting documents, including diagrams of network cabling, organizational charts, and fair use guidelines; the

Adams, Gina; Poersch, Nicole Oxendine
Who Cares? State Commitment to Child Care and Early Education.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Travelers Companies Foundation, Hartford, CT.
PUB DATE- Dec 96
NOTE- 71p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Child Welfare; *Day Care; *Early Childhood Education; Financial Support; *State Aid; State Norms; State Programs; Welfare Services
IDENTIFIERS- United States; Welfare Reform

This report analyzes data gathered through surveys of state administrators of child care and early childhood programs. The report is in three sections: (1) the state of child care and early education in the mid-1990s; (2) the relative level of commitment of each state in 1994; and (3) the likely impact of 1996 U.S. welfare reform legislation. The report indicates that: (1) per-child state levels of commitment to child care and early education varied widely nationally and between neighboring states; (2) state commitments were inadequate to serve the many children and families that needed help-even in states with relatively higher levels of effort; (3) many states with large proportions of poor children did not show a commitment to child care and early education; (4) state commitment depends more on state "will" than state "wallet"--some states with fewer resources invested relatively more than states with greater resources; and (5) generally, states placed child care and early education low on their list of state priorities. The report recommends that financial commitment by all sectors be increased, and that funds be used for good quality, comprehensive services that help prevent dependency now and in the future. Five appendices provide methodological information, states' unmet needs for child care, supporting data, estimated 1997 state allocations for the new child care and development block grants, and state-by-state fact sheets. (EAJ)

ED 405 951 PS 025 003

Johnson, Grantland
Changes in the Public Policy Landscape.
PUB DATE- 1 Feb 96
NOTE- 10p.; Paper presented at the Action Alliance for Children's Conference (Oakland, CA, February 1, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Federal Legislation; Program Descriptions; State Programs; Undocumented Immigrants; Welfare Agencies; Welfare Recipients; *Welfare Services
IDENTIFIERS- California; *Welfare Reform; *Welfare to Work Programs

President Clinton has repeatedly called for a bipartisan welfare reform bill that is tough on work and responsibility, but not tough on children. This means providing adequate child care to enable recipients to leave welfare for work; rewarding states for placing people in jobs; guaranteeing health coverage for families leaving welfare for entry-level jobs; requiring states to continue to invest funds in a work-oriented welfare system; and protecting states and families in the event of economic

PUB DATE- Jan 96
NOTE- 165p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Action; Cultural Pluralism; Educational Discrimination; *Educational Improvement; Educationally Disadvantaged; Equal Education; *Females; Fund Raising; *Nondiscriminatory Education; Program Development; *Sex Bias; *Sex Fairness; Sex Stereotypes; Volunteers
IDENTIFIERS- American Association of University Women

It is possible that the materials presented in this manual were used in implementing community action projects supported by the American Association of University Women (AAUW) Educational Foundation. These projects, part of the Girls Can! initiative, were intended to address the disparity between the educational experiences of girls and boys in grades K through 12. The manual's 10 sections include: (1) an introduction; (2) basic strategies for community organizing; (3) tips and tools for project management; (4) ideas for building effective coalitions; (5) suggestions for working with volunteers; (6) background information on educational equity; (7) information on issues of racial and ethnic diversity; (8) suggestions for working with the media; (9) suggestions for funding sources; and (10) AAUW resources. The manual contains a variety of materials--from AAUW publications as well as from outside sources--that include article and chapter reprints, checklists, sample news releases, and resource lists. (EV)

ED 405 970 PS 025 123

Winter, Suzanne M.
Outdoor Play and Learning for Infants and Toddlers.
PUB DATE- 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Day Care; Infant Care; *Infants; Learning Activities; *Outdoor Activities; *Play; Playgrounds; Safety; *Toddlers
IDENTIFIERS- Child Safety; Playground Equipment

Infants and toddlers like to crawl, climb, run, and explore in wide open, outdoor spaces. This publication provides ideas for day care providers on using outdoor play to facilitate learning in infants and toddlers. Section 1 discusses the benefits of daily outdoor play, including learning to interact with others, practicing language skills, thinking and problem-solving, and promoting healthy growth and development. Section 2 considers preparing infants and toddlers for outdoor play, including scheduling and getting ready to go outdoors. Section 3 presents tips for keeping infants and toddlers safe outdoors, including preventing falls and entrapments, identifying and removing outdoor hazards, and repairing and maintaining play areas. Section 4 provides suggestions for multisensory experiences for infants and toddlers, and Section 5 describes picnics and outdoor snack ideas. Also considered in this publication are incorporating literacy experiences and technology in outdoor

Syndrome; Behavior Change; Child Abuse; Community Development; Early Parenthood; *Health Promotion; Integrated Services; Interpersonal Competence; Intervention; Mass Media Use; *Mental Health; *Physical Health; *Prevention; Safety; Substance Abuse
IDENTIFIERS- *Behavioral Medicine; Health Behavior; School Based Services

In the last decade, there has been increased attention paid to the scope of mental and physical health problems that affect individuals at different points over the entire life span. This volume presents many problem areas and the range of their impact on individuals, families, and society at large. The impact of intervention programs is described to provide a current statement of advances and limitations within a given area. At the same time, the presentations provide an in-depth portrait of a specific prevention program so that the nature of the task, effort, and interventions themselves are more vivid. The 11 chapters are: (1) "Behavioral Approaches to Prevention in the Community: A Historical and Theoretical Overview" (David Glenwick and Leonard Jason); (2) "School-Based Interventions for Promoting Social Competence" (Jean Rhodes and Susan Englund); (3) "Prevention of Child Physical and Sexual Abuse" (Sandy Wurtele); (4) "Childhood Injury Prevention" (Lizette Peterson and others); (5) "Prevention of Substance Abuse" (Steven Kelder and Cheryl Perry); (6) "Preventing Teenage Pregnancy" (W. LaVome Robinson and others); (7) "Prevention of AIDS" (Jeffrey Kelly and Debra Murphy); (8) "Increasing Road Safety Behaviors" (E. Scott Geller); (9) "Media-Based Behavior Change Approaches to Prevention" (Richard Winett); (10) "Applications of Social Support to Preventive Interventions" (G. Anne Bogat and others); and (11) "Promoting Health through Community Development" (Stephen Fawcett and others). (EV)

ED 405 989 PS 025 189

McDonough-Abunassar, Holly
Making Home-Based Child Care Work for You: A Parent and Child Care Provider Handbook.
PUB DATE- 95
NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Business Administration; Child Caregivers; Curriculum Development; *Day Care; Early Childhood Education; Educational Quality; *Evaluation Criteria; *Family Day Care; Learning Activities; Small Businesses
IDENTIFIERS- Child Care Satisfaction; Day Care Quality; *Day Care Selection; *Parent Caregiver Relationship

At some point in many children's lives, parents are faced with the difficult question, "What about child care?" Intended for both parents and providers, this guide is designed to help parents decide whether family child care is suited to their needs, guiding them through the process of choosing a provider and allowing them a look behind the scenes to see what makes family child care work, from a provider's perspective. Each of the first four chapters is divided into a section for parents and one for providers. The chapters are: (1) "Choosing Family Day Care" including factors for determining whether such work is suitable for a potential provider, and a checklist of pros and cons of family day care; (2) "Finding a Provider" including home visits and interview questions; (3) "The Parent/Provider under conditions of free choice, children's learning is implicit; their explicit goal is to have fun. Also, under free choice conditions, children assert responsibility for younger children. (Contains eight references.) (KDFB)

ED 406 006 PS 025 221

Johnson, Dale L.; And Others
The Effects of Early Otitis Media with Effusion on Child Cognitive and Language Development at Ages Three and Five.
PUB DATE- Apr 97
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; *Cognitive Development; *Developmental Delays; *Language Acquisition; *Language Impairments; Longitudinal Studies; *Otitis Media; Symptoms (Individual Disorders)

This study examined the hypothesis that children with persistent otitis media with effusion (OME) during the first 3 years of life are at risk for cognitive and language delays. The prospective study enrolled 698 children and controlled for 8 demographic and environmental factors. Subjects were recruited at birth, and frequently monitored at home for ear status; 379 children were assessed at age 3, and 294 at age 5. Findings revealed a significant direct relation between duration of bilateral OME and scores on the Stanford-Binet Fourth Edition (SBIV) Composite and Nonverbal/Reasoning Visualization factor at age 3, but not at age 5, and scores on the Carrow Elicited Language Inventory and Goldman-Fristoe Articulation at age 5. There were several moderated effects for the SBIV, the Carrow Auditory Visual Test and Test of Auditory Comprehension of Language--Revised also at age 5. No significant relations were obtained at age 3 for the Sequenced Inventory of Communication Development. Results suggest that prolonged OME, especially between 6 and 12 months, may put children at risk for language delays at age 5. Persistent OME also places children at risk for cognitive delays at age 3 but delays were not apparent at age 5. (Contains 29 references.) (Author/KDFB)

ED 406 007 PS 025 222

VanNess-Knolls, Michelle L.; And Others
The Effects of Family Conflict on Adolescents' Dating Behaviors and Attitudes toward Marriage: A Longitudinal Study.
PUB DATE- Apr 97
NOTE- 28p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Childhood Attitudes; *Conflict; *Dating (Social); Family (Sociological Unit); *Family Environment; Family Influence; *Family Problems; Longitudinal Studies; *Marriage; Parent Child Relationship; Social Life
IDENTIFIERS- *Adolescent Attitudes

This study examined the effects of past and concurrent family conflict on adolescents' attitudes toward marriage and behavior

Costley, Joan B.
Assembling the Pieces of the Early Care and Education Professional Preparation Puzzle: Three Discussion Papers.
PUB DATE- 96
NOTE- 57p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Caregivers; Child Care Occupations; Demography; *Early Childhood Education; Higher Education; Knowledge Base for Teaching; Minority Groups; *Professional Development; Professional Education; Racial Composition; *Teacher Education; Teacher Improvement; *Training
IDENTIFIERS- Caregiver Qualifications; *Caregiver Training

This series of three papers explores current and emerging issues in professional preparation for the early care and education field. The papers examine a set of interrelated issues: the design and supply of preparation programs within and outside higher education; access to preparation in relation to the need for diversifying the leadership of the field; and efforts to improve the effectiveness of strategies for meeting the needs of children and their families. The first paper, "The 'Landscape' of Professional Preparation for the Early Care and Education Field," looks primarily at all levels of undergraduate and community-based programs in the United States, reviewing the range of organizations, levels of training, and distribution of programs by discipline and geography. The second paper, "The Demographics of Professional Preparation in the Early Care and Education Field," uses data from the Integrated Post-Secondary Education Data System (IPEDS) survey collected by the National Center for Education Statistics (NCES) to compare overall enrollment and degree completion trends in higher education relating to early care and education. The third paper, "Evolving Our Vision of Professional Preparation for the Early Care and Education Field," explores the future of professional preparation and development for the early care and education field, addressing several questions: How can the field prepare practitioners to be effective with all of the nation's young children? What are the responsibilities of early childhood programs to the families of the children they enroll? Are the ways are defined and needs categorized still relevant if effective response is given to the first two questions? (Contains 60 references.) (EV)

ED 406 025 PS 025 246

Azer, Sheri L.; Newman, Elizabeth
Connecting the Links: The Career Development Networking Directory.
PUB DATE- 97
NOTE- 127p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Child Caregivers; Child Care Occupations; *Early Childhood Education; *Professional Development; Teacher Improvement
IDENTIFIERS- *Caregiver Training; Networking

This directory includes lists of people, agencies, and organizations that represent many of the key stakeholders in early childhood education career development and training work. It is intended to give activists from all walks of the early care and education field a place to start and a way to know to and discussions. The ritual of mat time marked the beginning of the school day when the teacher constructed a meaningful context for the children which engaged them in her teaching. After children arrived at the center, read the message board, and greeted the teacher, they took a place on the mat and waited for the whole group to assemble. The mat session incorporated a greeting roll call, identifying the "star person" for the day, describing the date and weather, announcing events, and introducing the weekly theme. Although the teacher found it difficult to articulate her practice, she identified her reliance on the ritual of mat time in her teaching as providing continuity to events and giving children a sense of security through a predictable pattern of activities; it thereby reflected her personal early childhood education philosophy. (Contains 13 references.) (KDFB)

ED 406 041 PS 025 265

Smith, Jennifer; And Others
Young Children Who Experience Domestic Violence: An Important Issue for Early Childhood Teachers.
PUB DATE- 96
NOTE- 14p.; In: Australian Research in Early Childhood Education. Volume 1, 1996; see PS 025 254.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Battered Women; *Behavior Problems; Child Behavior; Early Childhood Education; *Emotional Adjustment; Family Environment; *Family Violence; Foreign Countries; Social Adjustment; *Young Children
IDENTIFIERS- Australia (Queensland); Witnesses to Violence

This study examined the psychosocial adjustment of young children who were living in families where domestic violence had occurred, and presented implications for early childhood teachers. The research data were collected in a structured interview with 54 mothers who had at least 1 child between 3 and 6 years of age. These women had left a violent partner from 3 to 24 months prior to participation in the study and were not in a new relationship. The family interview schedule included the administration of the Conflict Tactics Scale, and the mothers also completed the Child Behavior Checklist (CBCL). At the time of the interview, 42 percent of the children showed a level of behavioral problems warranting clinical intervention. A series of hierarchical regression analyses was conducted with scores on the CBCL as criteria. The variables of child age, sex, abuse status, level of family violence prior to separation, period of separation, and post-separation contact with the violent partner were the predictors. It was found that a high level of family violence prior to separation was the most consistent predictor for the extent of behavioral problems seen in the child. (Includes suggestions for how early childhood professionals can respond to the needs of children who live in violent families. Contains 34 references.) (Author)

ED 406 042 PS 025 266

Sumsion, Jennifer
Publication Opportunities for Early Childhood Academics.
PUB DATE- 96
NOTE- 15p.; In: Australian Research in Early Childhood Education. Volume 1, 1996; see PS 025 254. Appendix contains small filled print.

have infrequent inspections of family day care homes. Appendices include a summary of the impact of child care on children and tables showing state requirements regarding liability insurance and corporal punishment. (KDFB)

ED 406 060 PS 025 314

Hernandez, Eloisa
Kids Count New Jersey 1996: State and County Profiles of Child Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Births to Single Women; Birth Weight; Child Abuse; Child Health; *Children; Child Welfare; Demography; Dropout Rate; Early Parenthood; Family (Sociological Unit); Foster Care; Mortality Rate; Poverty; Prenatal Care; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Well Being; Youth Problems
IDENTIFIERS- *Indicators; *New Jersey

This Kids Count report provides information on state and countywide trends in the well-being of New Jersey's children between the early and middle 1990s. The statistical report is based on 13 indicators of child well being: (1) children receiving Aid to Families with Dependent Children; (2) children receiving food stamps; (3) low birth weight; (4) no prenatal care; (5) infant mortality; (6) births to teens; (7) child deaths; (8) teen deaths; (9) juvenile arrests; (10) juvenile commitments; (11) child abuse substantiated; (12) family problems; and (13) out of home placement. Findings show statewide increases in the number of children receiving AFDC benefits and food stamps, infants with low birth weight, women receiving no prenatal care, juvenile arrests and commitments, and family problems. There have been decreases in: the number of births to teens; deaths of infants, children, and teens; and out of home placements. The bulk of the report is devoted to county profiles. The report also contains city profiles for Atlantic City, Camden, Vineland, East Orange, Irvington, Newark, Orange, Bayonne, Jersey City, North Bergen, Union City, Trenton, New Brunswick, Old Bridge, Perth Amboy, Woodbridge, Asbury Park, Middletown, Brick Township, Dover Township, Clifton, Passaic, Paterson, Elizabeth, and Plainfield. A glossary of indicators is appended. (KDFB)

ED 406 061 PS 025 321

Holmes, Heather A.
Preschool Children's Collaborative Problem-Solving Interactions: Influence of Task, Partner Gender, and Conversational Style.
PUB DATE- Apr 97
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Conflict Resolution; Cooperation; *Interpersonal Communication; Performance Factors; *Preschool Children; Preschool Education; *Problem Solving; Sex Differences; Speech

of Indiana. In addition, the report compares Indiana's Hispanic population to the state's general population and to the U.S. Hispanic population. The report aims to assist business and civic leaders, as well as church officials, to effectively address the needs of Hispanic communities. Approximately 98,788 Hispanics live in Indiana. They are primarily of Mexican or Puerto Rican origin; about half are Indiana natives and approximately 84 percent were born in the United States. Approximately 42 percent of Hispanics live outside the state's central cities. About 44 percent of Hispanics speak only English, and 80 percent speak it very well. The median age of Indiana's Hispanic population is 24.6 years, compared to 32.8 years for the state's general population. About 62.6 percent of Hispanics over age 15 are high school graduates, compared to 75.6 percent for the state; over a third of Hispanics over 24 years of age have not graduated from high school. Male Hispanics occupy considerably fewer executive, administrative, and managerial positions and professional jobs than do all males in Indiana. Hispanics' mean family income is about $6,000 lower than that of all state residents, and Hispanic families have a poverty rate (15 percent) nearly twice that of all Indiana families. About 44.9 percent of single Hispanic women live below the poverty line, compared with 29.6 percent of all single women in Indiana. Includes data tables and graphs. Appendix includes demographic data on Indiana's Hispanic population by Catholic diocese. (LP)

ED 406 078 RC 020 961

Hurd, Steven
Calumet Region Schools. Heartland Center Reports.
PUB DATE- 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Rating; Curriculum; Educational Assessment; *Educational Change; Elementary Secondary Education; Expenditure per Student; *Outcomes of Education; *School Districts; School Effectiveness; School Size; Socioeconomic Status; Teacher Characteristics; Teacher Salaries; Teacher Student Ratio
IDENTIFIERS- *Indiana (Northwest); Teacher Administrator Ratio

This report compares various factors associated with educational reform to student outcomes in Calumet Region (Lake and Porter Counties) in northwest Indiana. Specifically, this study examines the influence of these factors on students' educational success as measured by an index of excellence: a composite measure that includes attendance rates; graduation rates; and average student scores from Indiana Statewide Testing for Educational Progress, the Cognitive Schools Index, and the Scholastic Aptitude Test. Scores were computed for 23 school corporations and over 200 elementary, middle, and high schools in the Calumet Region. Findings included the following: (1) higher total expenditures per pupil or higher teacher salaries did not affect student outcomes; (2) surprisingly, higher index scores were associated with higher pupil-teacher ratios in elementary, junior high, and middle schools, but this trend did not hold true in high schools; (3) there was a weak tendency for student outcomes to worsen as school size increased; (4) teacher-administrator ratios were negatively related to index scores; (5) higher index scores were associated with younger, less experienced teachers; (6) higher disorders. In addition to general admission requirements, noneducation majors must pass the Pre-Professional Skills Test and the Multi-Subjects Content Specialization test and complete six prerequisite courses before beginning special education certification coursework. To obtain certification, students must complete 12 hours of core courses, 9 hours of certification area specialization courses, and 18 hours of required degree courses. After completing the coursework, students must pass the Content Specialization test in the area in which they seek endorsement. Since 1986, 116 students from noneducational backgrounds have sought admission to the program. The average student was 34.6 years of age, had 2 children, and was employed full-time. In order to meet the needs of these nontraditional students, coursework is offered by faculty who travel to various sites in the state, through distance education courses, and through alternative class meeting schedules. Of the 116 students, 62 have completed all certification requirements, 49 are currently employed as special education teachers in the state, and 43 have remained employed in the school system in which they were initially hired. (LP)

ED 406 095 RC 020 996

Belcher, Charles

A Unified Educational System for the Twenty-First Century: Preservice Preparation of Teachers To Meet the Educational Needs of All Students.

PUB DATE- Mar 97

NOTE- 10p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Change; Educational Legislation; Educational Needs; Educational Research; Elementary Secondary Education; Higher Education; *Inclusive Schools; Interdisciplinary Approach; Mainstreaming; *Preservice Teacher Education; *Regular and Special Education Relationship; Special Education; Teacher Attitudes; *Teacher Collaboration

Federal law requiring the least restrictive environment (LRE) for disabled students has resulted in the mainstreaming of disabled students and more recently, in the practice of inclusion. Although LRE has increased the number of disabled students in the general education classroom, the dual system of general and special education continues to exist. The Regular Education Initiative calls for regular and special education professionals to work together to assess the educational needs of students with learning problems and to cooperatively develop educational strategies for meeting those needs. Although a research review indicates that teachers support inclusion and express a willingness to teach disabled students in regular classroom settings, little has been done to prepare teachers for implementing a unified educational system. This paper suggests that teacher education programs should provide intensive training and experience to develop the necessary skills for regular and special education teachers to be effective collaborators in planning, teaching, and evaluating instruction. Priority should be given to developing and implementing noncategorical programs that merge the training of general, special, and related services personnel (speech language pathologists, physical therapists, psychologists) so

Transition to the Community, Work, and Independent Living: The Rural Community As a Classroom.
PUB DATE- Mar 97
NOTE- 9p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Based Instruction (Disabilities); Disabilities; Employment Potential; Higher Education; High Schools; *Inservice Teacher Education; Masters Programs; *Rural Education; School Community Programs; School Community Relationship; Special Education; *Special Education Teachers; *Transitional Programs
IDENTIFIERS- *Ohio (South); *Project CREST

Rural communities have strengths and weaknesses that affect the development of transitional programs for students with disabilities. These community characteristics were factored into a federally funded, graduate-level training program called Project CREST (Collaboration in Rural Education for Special Teachers), which provided training stipends for certified special education teachers. Project CREST participants taught rural students with disabilities for 1 year and completed a field-based master's degree program in three semesters. Coursework and practicum experiences included a focus on concepts and competencies related to community-based training for transition, construction of a local support system, and development of vocational training sequences based on local community needs. The 10 participants were challenged to apply these competencies to constructing transitional experiences for rural students in an impoverished four-county region of southern Ohio. The four counties (Lawrence, Pike, Ross, and Scioto) had high unemployment rates and primarily retail and service-sector job opportunities. Project participants were prompted to engage parents, agencies, and community businesses in planning and implementing transition activities. Further, one training module focused on infusing eight categories of employability skills training into classroom activities. This infusion of an employability curriculum into daily instruction plus development of community-based training sites led to more varied transitional training options, improved student motivation, and opportunity for development of entrepreneurial skills among students with disabilities. (SV)

ED 406 112 RC 021 013

Medina, Catherine
Suicidal Behaviors and Factors Related to Suicide among Mexican American Youth Identified As Seriously Emotionally Disturbed in Rural Settings.
PUB DATE- Mar 97
NOTE- 8p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Depression (Psychology); *Emotional Disturbances; Family Problems; High Risk Students; *Mexican Americans; *Rural Youth; School Attitudes; School Role; Secondary Education; Sexual Abuse; Special Education; *Suicide
IDENTIFIERS- *Hispanic American Students

ED 406 128 SE 052 823

Lapointe, Archie E.; And Others
Learning Science.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- Feb 92
NOTE- 164p.; Supplementary Funds provided by the Carnegie Corporation of New York.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Comparative Education; *Comparative Testing; *Cross Cultural Studies; Developing Nations; Educational Research; Educational Testing; Elementary Secondary Education; Family Influence; *Foreign Countries; Homework; Intermediate Grades; *Science Education; Science Tests
IDENTIFIERS- International Assessment of Educational Progress; *Science Achievement

This publication reports the results of the second International Assessment of Educational Progress for science. Twenty countries assessed the mathematics and science achievement of 13-year-old students and 14 countries assessed 9-year-old students in these same subjects. In some cases, participants assessed virtually all age-eligible children in their countries and in other cases they confined samples to certain geographic regions, language groups, or grade levels. In some countries, significant proportions of age-eligible children were not represented because they did not attend school. The following countries participated: Brazil, Canada, China, England, France, Hungary, Ireland, Israel, Italy, Jordan, Korea, Mozambique, Portugal, Scotland, Slovenia, Soviet Union, Spain, Switzerland, Taiwan, and the United States. Some of the reported highlights from the study are as follows: (1) in nearly all populations 13-year-old boys performed significantly better than girls; (2) science tests and quizzes are used most frequently in Taiwan, the Soviet Union, the United States, and Jordan; (3) the highest-achieving countries with the exception of Taiwan do not practice ability grouping within science classes at age 13; and (4) 13-year-olds in most countries do not spend a great deal of time doing science homework. (PR)

ED 406 129 SE 052 889

Hiebert, Clyde
Teaching Chemistry in the Classroom without the Traditional Laboratory: "Outreach Chemistry."
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; Curriculum Development; Higher Education; *Instructional Innovation; Instructional Materials; *Science Activities; Science Experiments; *Science Instruction; Teaching Methods

For various reasons, students do not have access to laboratory facilities and yet need courses in the laboratory sciences such as chemistry. This paper describes "Outreach Chemistry," a course developed to provide a chemistry laboratory experience for students attending schools that lack science laboratories. Designed for off-campus students whose work schedules make collaboratively designed learning and teaching model and children's developing scientific knowledge. This paper discusses children's learning in a Year 1/2 class. Children cooperated with their teacher's skillful modeling of how to conduct fruitful discussion. The high engagement of children in class discussions was revealed by their ever-lengthening and increasingly fluent contributions. Children expressed complex ideas while their classmates listened intently and interacted directly with the contributor, unmodulated by their teacher. The informal inquiry sessions where children could investigate their own questions or those generated in class discussion stimulated further thinking about the learning-model context and provided material for reflection on learning. Mediational means for the development of children's thinking can be attributed to child, teacher, and parental characteristics grounded in their middle-class culture and values, in the design of the learning and teaching model, and in the use children made of their personal learning journals. Contains 51 references. (Author/PVD)

ED 406 151 SE 059 811

Tao, Ping-Kee; Gunstone, Richard F.
Conceptual Change in Science through Collaborative Learning at the Computer.
PUB DATE- Mar 97
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Cognitive Processes; *Computer Uses in Education; *Concept Formation; *Cooperation; Foreign Countries; High Schools; Interaction Process Analysis; Mechanics (Physics); Science Instruction
IDENTIFIERS- Australia (Melbourne)

This paper describes a study of whether and how collaborative learning at the computer fosters conceptual change. A suite of computer simulation programs developed to confront students' alternative conceptions in mechanics was integrated into a grade 10 science class in a high school in Melbourne, Australia. A Conceptual Test was administered as a pre-, post-, and delayed post-test to determine students' conceptual change. Students worked collaboratively in pairs on the programs, carrying out predict-observe-explain tasks according to a set of worksheets. Conversational interactions of seven pairs in the class were analyzed for mode of collaboration by joint on-task engagement and by equality and mutuality of engagement. Collaborative sequences were categorized as co-constructions of shared understanding or peer conflicts. Inferences were made as to whether these led to conceptual change. Computer-supported collaborative learning provided students with experiences of co-constructions of shared understanding and peer conflicts, which led to conceptual change for those who were cognitively engaged in the tasks and prepared to reflect on and reconstruct their conceptions. To achieve long-term and stable conceptual change, this should be accompanied by students' personal construction and sense-making of the new understanding. Contains 43 references. (Author/PVD)

ED 406 152 SE 059 813

The two objectives of this exploratory study were to determine whether children's ideas about specific science concepts change when trade books containing information about those concepts are read to them, and characterize any such changes toward the development of more scientifically valid concepts as positive. The questions which guide the study pertain to prior knowledge, the role of trade books in concept formation, and the nature of the changes in students ideas. The instructional topic of whales is represented in five trade books that are used in the study. For each book, a set of true-false questions is read aloud to students with students recording responses on a prepared answer sheet. The results of the study indicate that the use of trade books may facilitate or interfere with learning and that teacher knowledge and understanding are required for effective use of these books in science instruction. Contains 30 references. (DDR)

ED 406 171 SE 059 835

Niedderer, Hans
Learning Process Studies in Physics: A Review of Concepts and Results.
PUB DATE- Mar 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Educational Strategies; Educational Theories; Elementary Secondary Education; Foreign Countries; Misconceptions; *Physics
IDENTIFIERS- Alternative Conceptions; *Conceptual Change

Investigations of changes of conceptions during physics instruction are the logical and necessary next step to follow the successful international research on students' pre-instructional conceptions. This paper reviews theoretical issues, selected content-specific results, and general hypotheses. It is oriented towards explicit cognitive descriptions related to contents of physics, coming to cognitive states and cognitive processes. Some evidence is given for "intermediate conceptions", mainly as a result of self-development of the cognitive systems of students. Further aspects described include a different view on the final state of the cognitive system after teaching, and a differentiation of "conceptual change" towards learning as formation of additional cognitive structures versus learning as the change of qualities of structures already there. Contains 42 references. (Author/NB)

ED 406 172 SE 059 836

Chang, Chun-Yen; Barufaldi, James P.
Initiating Change in Students' Achievement and Alternative Frameworks through a Problem Solving Based Instructional Model.
PUB DATE- 22 Mar 97
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 22, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Earth Science; Educational

Federal Funds for Research and Development: Fiscal Years 1994, 1995, and 1996. Volume 44. Detailed Statistical Tables.
PUB DATE- 97
NOTE- 331p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Engineering; *Federal Aid; *Financial Support; Higher Education; *Research and Development; *Sciences; Tables (Data)

Data in the tables of this publication were derived from the Survey of Federal Funds for Research and Development, Volume 44, for Fiscal Years 1994-96. They reflect research and development (R&D) funding levels reported by 32 Federal agencies from February through November 1995. R&D totals in the tables are given in both outlays and obligations. The R&D obligation data are further categorized according to character of work (basic research, applied research, and development), performer, field of science or engineering (for research but not for development), and Federal R&D funding by state. Obligations for research performance at universities and colleges by fields of science or engineering are also shown, as are R&D plant data. (JRH)

ED 406 192 SE 059 887

Characteristics of Recent Science and Engineering Graduates: 1993. Detailed Statistical Tables.
PUB DATE- 97
NOTE- 197p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bachelors Degrees; *College Graduates; *Employment Patterns; *Engineering; Higher Education; *Masters Degrees; *Sciences

This report presents data on the characteristics of men and women who received a bachelor's or master's degree in a science or engineering field from U.S. academic institutions during the 1990/91 and 1991/92 academic years. The data were collected in 1993 and reflect the status of individuals as of April of that year. In addition to the demographic characteristics of recent college graduates with science and engineering degrees, the data may be used to understand the employment experiences of recent graduates, such as the extent to which recent graduates entered the labor force, whether they were able to find employment, and the attributes of that employment. Results of this survey are presented separately for bachelor's and master's degree recipients, and also separately for graduates of the two graduating class years. This report is divided into three sections. The technical notes in section A contain information on the survey methodology, coverage, concepts, definitions, and sampling errors. Detailed tabulations from the survey are presented in section B. A copy of the written questionnaire is included in section C. (JRH)

ED 406 193 SE 059 888

Fortino, Carol Ann
Mentoring Experiences as Professional Development for Leaders in Environmental Education: The Cascade of Influence.
PUB DATE- Aug 96
NOTE- 689p.; Ph.D. Thesis, Queensland University of Technology.

IDENTIFIERS- Michigan

The degree of gender differences in mathematics and science appears to vary with the content subdomain. Differences also appear to be greater on items assessing content knowledge than with items measuring reasoning about scientific processes. Many studies of gender differences have involved fairly select populations. This study focuses instead on a broad population, representing a random sampling of almost all high school juniors in Michigan. The focus of this study is the pilot results from the science and math portions of the Michigan High School Proficiency Test (HSPT), a diploma endorsement test that includes both constructed response and multiple-choice items. Two of the pilot forms of the mathematics and science sections of the HSPT were examined for gender by content scale interactions. Other studies had found gender differences to be greater in geometry (compared with algebra) and physical and earth sciences (compared with life sciences and process-oriented science items). These findings were generally not replicated with the HSPT (except among students above the 95th percentile on the mathematics test). Correlations among the subscales were similar for boys and girls as were the standard errors of measurement for each scale. (Author/PVD)

ED 406 215 SE 059 952

Lee, Teresa I-Ping; Huang, Iris
An Interpretive Study on Instructional Representations of a Senior High School Biology Teacher.
PUB DATE- Mar 97
NOTE- 7p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Chicago, IL, March 21-25, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Biology; *Case Studies; *Educational Strategies; Evaluation; Foreign Countries; High Schools; *Science Teachers; Teaching Methods

This case study uses interpretive methodology to investigate the development of an exemplary high school teacher's practical instructional representations. Findings indicate that the teacher's instructional representations evolved through a cycle of comprehension, planning and preparation, teaching, evaluation, and reflection. The instructional representations were influenced by personal disposition and style, other teachers, personal experiences, beliefs about teaching and learning, classroom management, scientific epistemology, knowledge of teaching materials, evaluation, the teaching context, and constraints. (JRH)

ED 406 216 SE 059 954

Telese, James A.
Hispanic Teachers' View of Mathematics and Its Effects on Instructional Practice.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 25 Mar 97
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

reading list and a list of National Aeronautics and Space Administration (NASA) educational resources as well as electronic resources. (JRH)

ED 406 237 SE 060 118

Vogt, Gregory L.; Wargo, Michael J.
Microgravity: Teacher's Guide with Activities for Physical Science.
PUB DATE- Dec 95
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biotechnology; Classroom Techniques; Educational Strategies; General Science; *Gravity (Physics); Hands on Science; *Interdisciplinary Approach; Physics; Science Activities; Science Curriculum; Science Materials; Secondary Education; *Space Sciences; Teaching Guides

This teacher's guide to microgravity contains 16 student science activities with full background information to facilitate an understanding of the concepts of microgravity for teachers and students. Topics covered in the background sections include the definitions of gravity and microgravity, creating microgravity, the fluid state, combustion science, materials science, biotechnology, and microgravity and space flight. There is a curriculum content matrix to accompany the science activities that identifies which activities have applications in physics, mathematics, and chemistry. These activities include satellite motion, free fall motion and weightless effects, accelerometers, gravity and acceleration, inertial balance, gravity driven fluid flow, surface tension, fiber pulling, crystal growth, rapid crystallization, and microscopic observation of crystal growth. This guide also provides a list of relevant National Aeronautics and Space Administration (NASA) educational materials such as videotapes, slides, software, and print publications. Recommended readings from books and periodicals as well as contact information for various branches of NASA are also included. (DDR)

ED 406 238 SE 060 119

Science and Technology Pocket Data Book.
PUB DATE- 96
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Degrees (Academic); Demography; Engineering; *Engineers; *Financial Support; Higher Education; Innovation; *Research and Development; *Scientific Research; *Scientists; Technology

This booklet provides 43 graphs and tables organized into broad topics such as research and development funding patterns, academic research and development, research and development in United States industry, education of scientists and engineers, working scientists and engineers, public attitudes toward science and technology, and international science and technology trends. The graphs and tables provide detailed information about national research and development expenditures by function, type of activity and selected agency; academic research and development expenditures by sector, source of funds, and field; number of scientists and engineers four dynamics of benefit-seeking behaviors: (1) protection, or keeping a perceived "good"; (2) relief, or getting rid of a perceived "bad"; (3) acquisition, or getting a new "good"; and (4) prevention, or avoiding getting a new "bad." The book identifies a five-part strategy of the basic pattern of advertising ("Hi, Trust Me, You Need, Hurry, Buy"), discusses the vocabulary of advertising, and provides exercises, discussion topics, and quiz sheets as learning and assessment tools. (DQE)

ED 406 259 SO 026 519

Dumouchel, Ginette, Comp.
Museum Studies Programs in Canada = Programmes de Formation Museologique au Canada.
SPONS. AGENCY- Department of Communications, Ottawa (Ontario).
PUB DATE- 93
NOTE- 62p.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Programs; Art Education; *Educational Resources; Foreign Countries; Graduate Study; Higher Education; *Museums; Supplementary Education
IDENTIFIERS- Canada

This document provides a comprehensive listing of Canadian museum studies and related programs in the various disciplines within museum studies. This publication is an informational directory only and does not include endorsement by the Canadian Museums Association or equivalencies. Listings are printed in French and/or English, indicating the language(s) of instruction for the various courses. (DQE)

ED 406 260 SO 026 520

Bredehoft, Wendy
The Arts in Education Handbook (or How You Can Design Creative Arts in Education Projects in 113 Steps or Less).
PUB DATE- 93
NOTE- 50p.; Photographs may not reproduce well. Printed on colored paper with colored ink.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; *Art Education; *Community Resources; Elementary Secondary Education; *Grants; Higher Education; Incentive Grants; *Visual Arts
IDENTIFIERS- Wyoming

This guide was designed to be of practical use for organizations and individuals in Wyoming communities to aid in developing and/or accessing life-long arts learning opportunities. The information suggests possibilities for arts program developers in other states. The guide is organized in four subdivided sections that include: (1) an introduction which describes the Wyoming Arts in Education Program; (2) a checklist for sponsors; (3) a checklist for artists and consultants; and (4) resources for residencies. The final section includes: "About Outcomes-Based Instruction"; "A Sample AIE Residency"; "About Media Coverage"; and "Forms You Can Use." (MM)

ED 406 261 SO 026 760

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art History; *Asian History; Ethnic Groups; Foreign Countries; Higher Education; *Islamic Culture; Non Western Civilization; Secondary Education; Social Studies; Teaching Guides
IDENTIFIERS- *Asian Art; Islamic Art

This packet accompanies a slide series designed to introduce students to the Islamic influence on Asian art. The packet includes an essay introduction to the early history of Islam and its beliefs, maps of the region, suggested activities for students, stories and illustrations of patterns and figures used in Islamic art, Islamic coins and design, a bibliography for further research, the slide list, slide descriptions and slide script. (EH)

ED 406 284 SO 027 101

Planning a Balanced Comprehensive Art Curriculum for the Middle/Secondary Schools of Ohio. Second Edition.
PUB DATE- 92
NOTE- 259p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aesthetic Education; *Art Education; Fine Arts; High Schools; Intermediate Grades; Junior High Schools; Middle Schools; Program Development; Program Guides; State Curriculum Guides; *State Standards; Visual Arts
IDENTIFIERS- *Ohio

This state of Ohio planning guide is designed to help teachers at middle, junior high, and senior high school levels plan for art activities, units, courses of study, and curriculum guides. The guide stresses planning as a process best carried out at the local school district level where goals, content, and activities can be tailored to the needs of students in the teaching situation. Five refinements have been made in this edition from the first edition: (1) terminology changes to refine, simplify, and clarify the presentation of curriculum concepts; (2) aesthetics has been added as an area of study for students; (3) three complete units are presented as exemplary models in planning a balanced comprehensive art curriculum for middle/secondary schools; (4) elimination of a chapter from the first edition that was judged by practicing teachers and administrators as not as useful as other chapters; and (5) a title change to more adequately convey the type of art curriculum recommended for all young people in Ohio. Aspects of art curriculum theory are discussed in the first three chapters. Chapter 4 focuses on the planning process itself. Chapter 5 presents three model teaching units that exemplify the use of characteristics discussed in previous chapters. Chapter 6 is concerned with the overall administration of the art program. It offers recommendations for types of courses, enrollment, schedules, staffing and resources. Chapter 7 discusses issues dealing with curriculum evaluation of an art program. The seven chapters include: (1) "Program Goals for a Balanced Comprehensive Art Curriculum"; (2) "Content for a Balanced Comprehensive Art Curriculum"; (3) "Art Program Objectives and Subject Objectives"; (4) "Developing a Plan for Teaching Art"; (5) "Exemplary BCAC Units"; (6) "Administering the Art Program"; and (7) "Evaluating the Art Program." (EH)

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Cultural Activities; *Cultural Awareness; Elementary Education; Folk Culture; Food; Foreign Countries; *Geography Instruction; Holidays; Language; *Map Skills; *Multicultural Education; Music Activities; Teaching Guides; *Thematic Approach
IDENTIFIERS- Africa; Asia; Europe; North America; South America

The teaching mini-units in this teacher's guide are designed for use with elementary level students. Thematic study units are given for each of the following countries or continents: Africa, Australia, Brazil, Canada, China, England, France, Germany, Greece, India, Israel, Italy, Japan, Mexico, Netherlands, Russia, Spain, Sweden, Thailand, and the United States. Experimental activities encourage children to learn about different holiday customs, cultural traditions, art, music, food, language, and lifeways. Each unit begins with a map of the country/continent and some geographical information. Mapping activities are meant to introduce students to the area being studied, become familiar with geography, and develop beginning map skills. Teacher research information is given, followed by suggested student activities. Some reproducible student pages and patterns are provided. (MM)

ED 406 308 SO 027 513

Badman, Jacqueline; Lewis-Spicer, Lisa
Let's Meet Famous Women Artists. A Creative Art Activity Book. A Teacher's Guide Featuring 19 Famous Women Artists' Biographies and Enrichment/Research Activities.
PUB DATE- 96
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Art Activities; *Art Education; *Art History; *Artists; Elementary Secondary Education; *Females; Instructional Materials; Units of Study; Visual Arts
IDENTIFIERS- *Women Artists

This activity guide showcases the work of 19 women artists who have made outstanding contributions to the world of art in spite of the incredible obstacles society placed upon them. Artists, alphabetically presented, include: Sofonisba Anguissola, Rosa Bonheur, Deborah Butterfield, Rosalba Carriera, Janet Fish, Helen Frankenthaler, Giovanna Garzoni, Harriet Hosmer, Frida Kahlo, Angelica Kauffman, Kathe Kollwitz, Judith Leyster, Maria Sibylla Merian, Berthe Morisot, Anna Mary Robertson Moses (Grandma Moses), Georgia O'Keeffe, Jaune Quick-To-See Smith, Faith Ringgold, and Maria Van Oosterwyck. A brief biography is given for each artist, followed by a lesson activity, vocabulary words, a materials list, step by step instructions for the activity, and an evaluation questionnaire. Concluding activities, a glossary, and a bibliography are provided. (MM)

ED 406 309 SO 027 530

Understanding and Creating Editorial Cartoons. A Resource Guide: Using Editorial Cartoons to Teach Social Studies Skills.
PUB DATE- 94

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Foreign Countries; Graduate Study; Higher Education; *Partnerships in Education; Preservice Teacher Education; Reflective Teaching; Secondary Education; *Student Teaching; *Teacher Education Programs; *Theory Practice Relationship
IDENTIFIERS- State University of Utrecht (Netherlands)

This paper describes a school-oriented teacher education program at the Institute of Education, University of Utrecht (Netherlands). The program prepares teachers for the upper level of secondary education in a one-year post-graduate course that follows a four-year subject matter masters program. Because half of the one-year course is school-based, an intensive partnership is required between the university and the school. There is also need for careful consideration of the relationship between theory and practice and close collaboration between teacher educators and cooperating teachers. This collaboration is based on research into the gap between theory and practice, resulting in a structured approach to the student teachers learning processes that encourages reflection on practice. The preservice year is designed to integrate these experiences. The preservice teacher spends 250 hours in the classroom, including a minimum of 120 hours of instruction by the preservice teacher. The year is divided into the following periods: introduction (2 weeks), triad teaching practice (14 weeks), reorientation (10 weeks), individual and independent final teaching (14 weeks), and concluding phase (3 weeks). (Contains 42 references.) (JLS)

ED 406 329   SP 037 167

Valk, Ton van der; And Others
Commuting between Practice and Theory in an Immersion Teacher Education Program.
PUB DATE- 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; *Beginning Teacher Induction; *Beginning Teachers; Case Studies; Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; Mentors; Secondary Education; Teacher Attitudes; *Teacher Education Programs; *Teacher Interns; *Theory Practice Relationship
IDENTIFIERS- Netherlands; *State University of Utrecht (Netherlands)

The Institute of Education (Utrecht University, Netherlands) has developed a one-year immersion teacher education program for beginning teachers. The program consists of two days per week on campus with the other days spent as classroom teachers; it includes intensive supervision by a cooperating teacher and a university faculty member. In this "commuting" teacher education arrangement, the novice teachers are stimulated to make "intentions" on campus which they try out the next day in their classrooms. Both beginning teacher and cooperating teacher reflect on the teaching experience. On campus, the beginning teachers share their experiences, add theory, and engage in such techniques as micro-teaching. The Model of Interpersonal Teacher Behavior (INTEB) is used as an aid in

Monticello. In this program, students develop professionally as they work in public school settings in eight school districts, teaching and receiving instruction. Professional Development Schools in these districts host the senior year interns. Some performance-based assessment practices used are portfolios, simulations, and interviews. Students also take various sets of national teacher examinations. Performance based assessment will not by itself radically change the products of teacher education programs or improve practice in the schools. Preservice teachers must also demonstrate their knowledge of content and pedagogy, their teaching skills, and their dispositions toward teaching at various stages of their development. The Supervisory Intern Observation Instrument is appended. (Contains 22 references.) (JLS)

ED 406 347 SP 037 238

Koerner, Mari; Mindes, Gayle
Leading from the Middle: Critical Mentoring from the Vantage of the Associate Dean. Feminist Research and Collaborative Conversations.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Deans; *Administrator Attitudes; *Administrator Role; Case Studies; Faculty College Relationship; Females; Feminism; Feminist Criticism; Higher Education; *Schools of Education; Teacher Administrator Relationship; Teacher Education; *Women Administrators
IDENTIFIERS- *Gender Issues

This is a qualitative inquiry based on reciprocal and interactive relationships. Seven associate deans or former associate deans were engaged in conversations about their roles in colleges of education. All are women from five public and two private universities. Through analysis of the conversations, five themes emerged: the role of associate dean as faculty member; the limits and expectations of the role of associate dean; the lack of intrinsic power in the position; the shadow nature of the role as the subordinate to the dean; and the associate dean's role as communicator and mediator. A critical incident technique was used to gain further insights into the nature of the associate dean's role and sources of conflict in the role. Some of the situations that were used dealt with: academic freedom and the undergraduate curriculum; racially insensitive practices by adjunct faculty; the rumor mill; and perceptions of authority. Among the implications are: gender is a factor in individuals' perceptions of themselves and of the role; peacemaker, a frequent sub-role for associate deans, is seen as a sex-related role for women; for women of color, race and ethnicity are often more salient than gender; and the dean influences feelings of role dissonance. (Contains 13 references.) (JLS)

ED 406 348 SP 037 239

Choy, Susan P.
Teachers' Working Conditions. Findings from "The Condition of Education, 1996," No. 7.
SPONS. AGENCY- National Center for Education Statistics (ED),

(150)
DESCRIPTORS- *Class Activities; College Students; Education Courses; Education Majors; Higher Education; Measurement Techniques; *Naturalistic Observation; Preservice Teacher Education; Required Courses; Research Methodology; *Research Skills; *Teacher Competencies
IDENTIFIERS- *Preservice Teachers

A curriculum activity was initiated to provide preservice teachers with a personal knowledge base of active research procedures through the use of class-related activities. A research component was included in a required preservice class in assessment. Following the principles of scaffolding theory, students who had studied the elements of research were provided the opportunity to apply their knowledge through actual research experiences. Students received an introduction to behavioral research and then more specific information regarding the use of and actual practice with event recording and time sampling techniques. Cohorts in the class who received training separately then used examples of each technique to observe the class and review the results with the class. All students then independently gathered observational data in non-classroom settings and discussed their results in class. Followup surveys of the students indicated satisfaction with this method of teaching research techniques, and students indicated more self-confidence as they gained more experience in the observer role. (Contains 14 references.) (JLS)

ED 406 366 SP 037 259

Bolton, Cynthia
Preservice Teachers' Sense of Efficacy and the Influence of Performance Assessment.
PUB DATE- 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Education Majors; Elementary Secondary Education; Evaluation Methods; Higher Education; *Informal Assessment; *Microteaching; *Performance Based Assessment; *Self Efficacy; *Student Evaluation; Teacher Improvement; Teaching Skills; Undergraduate Students
IDENTIFIERS- Preservice Teachers

This study investigated the impact of performance assessment on the self-efficacy of undergraduate education majors. The students enrolled in an undergraduate educational psychology course were assessed using two different methods: traditional objective exams and performance assessment through microteaching episodes. Data were collected to examine the students' levels of self-efficacy in developing learning objectives, lesson plans, and task analysis as well as implementing the lesson, all of which are central to the course objectives. Statistically significant findings were detected on four out of five pedagogical skills measuring perceived self-confidence (writing objectives, developing task analyses, developing lesson plans, and teaching a lesson). Participants also reported having more practice in these skills and higher levels of confidence in carrying out performance assessment tasks. (A table and five diagrams in the form of bar graphs and pie charts are attached.) (Author/ND)

ED 406 367 SP 037 260

Zahorik, John A.

three graphs illustrate educational trends. Eleven tables present the state-by-state data. (SLD)

ED 406 386 TM 019 754

Akindehin, Folajimi
Conceptualization of Educational Measurement and Evaluation Held by Some Nigerian Secondary School Teachers.
PUB DATE- Apr 93
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993). Pages may not reproduce well due to marginal legibility.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Teachers; Black Teachers; Business Education Teachers; *Educational Assessment; Educational Attitudes; *Evaluation Methods; Foreign Countries; *Measurement Techniques; Models; Science Teachers; Secondary Education; Secondary School Students; *Secondary School Teachers; *Teacher Attitudes; Teacher Education; Technical Education
IDENTIFIERS- *Conceptualization of Educ Measurement Eval Scale; *Nigeria

To ensure effective evaluation, classroom teachers should have consistent views of the nature of educational measurement and evaluation. An 11-component model of educational measurement and evaluation was developed from a literature review. Based on this model, an instrument, the Conceptualization of Educational Measurement and Evaluation Scale (CEMES) was developed. The CEMES was administered to 100 secondary school teachers in Ondo (Nigeria) in science, the arts, and commercial and technical subjects; and 77 completed responses were analyzed. Overall, teacher attitudes were similar regardless of their fields. Findings suggest that teachers do not appreciate the use of non-test evaluation techniques. On the whole, there is ample room for improvement in the conceptualization of educational measurement and evaluation held by these teachers. Teacher education may need to focus on these areas to a greater degree. Two tables present study data, and two appendixes provide an additional two tables of values for subject area. (SLD)

ED 406 387 TM 021 100

Sweet, David
Student Portfolios: Administrative Uses. Education Resource Consumer Guide, Number 9.
PUB DATE- Dec 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; *Administrative Problems; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Evaluation Problems; *Evaluation Utilization; Instructional Effectiveness; *Portfolios (Background Materials); Student Evaluation; Student Motivation; Test Use
IDENTIFIERS- Individualized Evaluation; *Standardization

Portfolios are collections of selected student work representing an array of performance. This "Consumer Guide" presents

California Community Colleges telecommunications plan; and sample forms. Contains 43 references. (HAA)

ED 405 933 JC 970 252

Los Angeles City College Self-Study Report for the Affirmation of Accreditation.
PUB DATE- 97
NOTE- 329p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accreditation (Institutions); *College Planning; Community Colleges; *Educational Finance; Organizational Development; *Organizational Objectives; School Effectiveness; School Surveys; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- Los Angeles City College CA

Organized around eight institutional standards, this report describes outcomes of a self-study conducted at California's Los Angeles City College (LACC) between 1994 and 1997. Introductory materials present a summary of outcomes for each standard, a description of the self-study process, lists of committee members, descriptions of survey methodologies used to collect data on each standard, a timeline of the self-study process, background information on the college, data on the demographics of LACC's service area, and descriptions of LACC responses to recommendations from a 1991 accreditation visit. The remaining sections detail outcomes from the self-study for the following eight standards: (1) institutional integrity, purposes, planning, and effectiveness; (2) educational programs, including curriculum planning and evaluation, general education, articulation, and community education and services; (3) student services and the co-curricular learning environment, including admissions and records and counseling services; (4) faculty and staff, including selection, qualifications, evaluation, and staff development; (5) library and learning resources, including resource development, accessibility, and information technology; (6) physical resources, including facilities, equipment, and facilities planning; (7) financial resources, including financial stability, planning, and management; and (8) governance and administration, including the governing board, the chief executive officer, administrative services, faculty, support staff, and students. Appendixes provide selected tables and graphs from a student satisfaction inventory and a selected report from the Faculty, Staff, and Administration Accreditation Survey. (HAA)

ED 405 934 JC 970 256

Hancox, David R.
Monroe Community College, Report 96-T-2.
PUB DATE- 9 Apr 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audits (Verification); Community Colleges; Compliance (Legal); Educational Finance; Eligibility; *Financial Audits; *Financial Support; Full Time Students; Program Administration; Student Financial Aid; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Monroe Community College NY; Tuition Assistance

downturn or population growth. This paper discusses the Clinton administration welfare reform record and changes in federal welfare policy, and it urges the use of new demonstration programs in California, such as the Work Pays Demonstration Project, to evaluate the effectiveness of these reforms. The paper advocates participation and innovation by local communities so that legislative changes help to fight poverty and foster economic development. (WJC)

ED 405 952 PS 025 007

Hajdu-Vaughn, Susan, Ed.; Coyle, Barbara, Ed.
Interaction, 1996-1997.
PUB DATE- 97
NOTE- 311p.; For 1995-96 issues, see ED 401 999.
LANGUAGE- English; French
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- Child Caregivers; Child Development; *Childhood Needs; Child Rearing; *Day Care; Early Childhood Education; Educational Improvement; Family Day Care; Foreign Countries; Infant Care; Mainstreaming; Mother Attitudes; Program Improvement; Young Children
IDENTIFIERS- Canada; *Canadian Child Care Federation; *Child Care Needs

This collection includes four quarterly issues of "Interaction," a publication of the Canadian Child Care Federation. Each issue addresses several topics and is arranged in four sections: opinions, practice/pratique, focus/a propos, and news/nouvelles. The opinions section includes letters and editorial/review columns, the practice section contains items relating to practical child care (for example, how to deal with head lice), the focus section contains items focusing on a common topic, and the news section contains research updates, news items, and a calendar. These 1996-97 issues focused on infant/toddler care (spring), family day care (summer), the Canadian Child Care Federation (fall), and special needs inclusion (winter), with research updates describing First Steps needs assessment (spring), the Atlantic Day Care Study (summer), the HIV/AIDS Education Initiative (fall), and how child care affects mothers' well-being (winter). Separately numbered resource sheets accompany each issue, devoted to topics such as helping children respect and appreciate diversity (spring) and communicating with a child who has special needs (winter). (EAJ)

ED 405 953 PS 025 010

Anderson, Cindy, Ed.
CompuKids, 1996.
PUB DATE- 96
NOTE- 49p.; Volume 2, number 2 is printed on colored paper.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Children; Childrens Writing; Computer Games; *Computer Literacy; *Computer Software; Computer Software Reviews; *Computer Software Selection; *Computer Uses in Education; Creative Writing; Disabilities; Elementary

play and learning. The publication concludes with a letter to families about the benefits of outdoor play and learning. (Contains 21 references.) (KDFB)

ED 405 971   PS 025 125

Hodge, Staisey
Caring for Infants and Toddlers with Special Needs. Bright Ideas.
PUB DATE- 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Caregivers; Child Development; Day Care; *Day Care Centers; *Disabilities; Early Intervention; Individual Needs; Infant Care; *Infants; Mainstreaming; Parent Participation; Preschool Education; Resource Materials; Special Needs Students; State Agencies; Teamwork; *Toddlers
IDENTIFIERS- *Special Needs Children

This publication provides suggestions for day care workers providing care for infants and toddlers with disabilities and their families. The guide is oriented around questions that providers may have in working with these children and families, and begins with a brief section entitled "What Do I Need to Know about Disabilities?" which highlights the importance of considering the normal developmental needs of all children. Section 2, "Working with Children," considers the type of equipment needed, special activities, discipline, toilet training, feeding, and encouragement of children's communicative, cognitive, social-emotional, and motor development. Section 3, "Working with Families," discusses the rationale for a family selecting a particular child care setting, typical concerns of families of children with disabilities, how child care providers can help families, and getting families involved at the child care center. Section 4, "Working with Other Professionals," considers the roles of various members of the team working with families of children with disabilities, including physical and occupational therapists, speech pathologists, early childhood special educators, and child care providers. A list of state agencies responsible for early intervention in the southern United States concludes the publication. (KDFB)

ED 405 972   PS 025 126

Guddemi, Marcy, Ed.; And Others
Play: An Intergenerational Experience. Proceedings of IPA/USA, The American Affiliate of the International Association for the Child's Right To Play 1995 National Conference (Birmingham, Alabama, August 24-27, 1995).
PUB DATE- 96
NOTE- 96p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Children; Childrens Rights; Foreign Countries; *Intergenerational Programs; Kindergarten Children; Parent Child Relationship; Physical Education; *Play; Playgrounds; Pretend Play; Reminiscence; Teacher Role
IDENTIFIERS- Historical Influences; Playground Design; Play Theory; United Kingdom

Bill of Rights"; (4) "Home Rule," on reinforcing the child's home environment, not replacing it; (5) "The Business Side of Day Care," such as management, budgeting, cost saving tips, marketing, facility, set up, and parent handbook; (6) "Dotting I's and Crossing T's," forms, contracts, and other paper work; and (7) "Curriculum--Planning and Parent Involvement." Chapter 8 is a brief closing note from the author and the address for the Parent/Provider Information Network. An appendix contains creative activities for children in areas including arts and crafts, dramatic play, language, music, multicultural activities, and science. (HTH)

ED 405 990 PS 025 191

Unshared Sacrifice: The House of Representatives' Shameful Assault on America's Children.
PUB DATE- Mar 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- At Risk Persons; Child Abuse; Child Neglect; *Children; Child Welfare; Day Care; Federal Government; *Federal Legislation; Foster Care; Lunch Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families With Dependent Children; Child Nutrition Programs; House of Representatives; *Personal Responsib Work Opportun Reconcil Act 1996; Supplemental Security Income Program; *Welfare Reform; Welfare to Work Programs

This report discusses the impact of federal budget cuts, program restructuring, and rescissions in programs crucial to child survival. It summarizes the changes voted in by House committees, including changes in school meal programs; combining the Child and Adult Care Food Program with the Women, Infants, and Children (WIC) Program; removing guarantees for poor children to receive Aid to Families with Dependent Children; cutting funds for foster care, adoption assistance, and child abuse prevention and treatment services; eliminating cash assistance to indigent children with disabilities; developing child care block grants that end child care entitlements for poor families; and cutting youth's summer jobs programs. The impact of the Personal Responsibility Act on the following programs is discussed: (1) Aid to Families with Dependent Children; (2) Supplemental Security Income for children; (3) child care assistance for families on welfare; (4) services for abused and neglected children; and (5) child nutrition programs, such as WIC, the Child and Adult Care Food program, and school meal programs. Appendices discuss why safety net entitlements are ill-suited as block grants, contend that consolidating some federal programs can increase efficiency and service to children and families but that losing the "entitlement" status places children and families at risk when the economy is in a downturn or when caseloads increase, and present state and national data on projected funding cuts in the year 2000 for the programs discussed in this document. (KDFB)

ED 405 991 PS 025 193

Hilton, Jeanne M.
Rethinking Custody: The Case for Single Custodial Fathers.
PUB DATE- 1 Oct 96

in dating relationships. Participants were 75 adolescents who were part of a 7-year project that began when they were in fifth grade. Over 95 percent of their families were of European-American origin, with diversity in socioeconomic levels and family structures represented. The average age of the target adolescents was about 19 years at this follow-up. Data were collected using the following instruments: (1) Dyadic Adjustment Scale; (2) Marital Disagreement Subscale; (3) Marital Dissatisfaction Subscale; (4) family self-report of family conflict; and (5) Survey of Attitudes and Behaviors in Intimate Relationships. Findings suggested that female adolescents place more importance on marriage than male adolescents. An interaction between gender and marital conflict in the fifth grade was also found, indicating that higher levels of marital conflict negatively affect females' attitude toward marriage but not males'. Family conflict in the fifth and twelfth grades was significantly related to adolescents' intolerance for disagreements in dating relationships. Male adolescents' negative interactions in dating relationships were significantly related to fifth grade marital conflict. Contrary to the hypothesis, fifth and twelfth grade family conflict was positively correlated with showing positive regard in dating relationships. (Contains 10 references and 7 tables.) (KDFB)

ED 406 008 PS 025 223

Graham-Bermann, Sandra A.; Levendosky, Alytia A.
The Social Functioning of Preschool-Age Children Whose Mothers Are Emotionally and Physically Abused.
PUB DATE- Apr 97
NOTE- 5p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Battered Women; Comparative Analysis; Emotional Abuse; Emotional Adjustment; *Emotional Development; Family Violence; Interpersonal Relationship; Mothers; Parent Influence; Peer Relationship; *Preschool Children; Preschool Education; Self Control; Self Esteem; *Social Adjustment
IDENTIFIERS- Emotional Expression; Witnesses to Violence

This study examined the social interactions and emotional adjustment of 21 preschool children of battered women and 25 same-age children from nonviolent homes. Mothers rated the frequency of their emotional and physical abuse during the past year, their mental health, parenting qualities, and their child's adjustment. Two observers evaluated the free play of each child in a small group setting on three separate occasions. Levels of emotional expression and emotion regulation were also assessed. Results indicated that children who witnessed parental violence had many more behavioral problems, exhibited significantly more negative affect, responded less appropriately to situations, were more aggressive with peers, and had more ambivalent relationships with their caregivers than children from comparison families. However, they were no less happy in play than their peers and were equally likely to engage in mutual play, cooperative play, sharing and taking turns, and joining in play with others. Regression analyses showed that emotional abuse of the mother and mother's self-esteem were the most significant predictors of the child's adjustment and social behavior. (Author/KDFB) whom they should be talking both within and outside their states. Section 1, "State Contact Directory," is organized by state and includes complete contact information (name, address, and phone and fax numbers) for all individuals. Each person is coded with an abbreviation that designates his or her affiliations and roles. Section 2, "Affiliation/Role Index," provides the name, city, and state of people included in 21 categories of affiliations or roles. Categories include child care licensing agencies, state departments of education, Head Start agencies, and NAEYC offices. Section 3, "Alphabetical Index," is a complete roster of all names in the directory, with city, state, and, where possible, email information. Section 4, "Federal Agencies," includes contact information for a number of federal government agencies that work on child and family issues. Section 5, "National Organizations," is similar to Section 4 but also includes World Wide Web sites if available. Finally, Section 6, "Additional Resources," is a short list of other resource directories that may be helpful. It also includes guidance on how to obtain further information from some of the organizations listed in the directory and information on how to join The National Career Development Network for the Early Childhood and School-Age Field. (EV)

ED 406 026   PS 025 247

Bellm, Dan; And Others
Making Work Pay in the Child Care Industry: Promising Practices for Improving Compensation.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 97
NOTE- 65p.; Expanded version of the 1996 booklet, "Investing in Child Care Jobs in Low-Income Communities."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Planning; *Child Caregivers; *Child Care Occupations; Community Programs; *Compensation (Remuneration); *Day Care; Early Childhood Education; Federal Programs; Health Insurance; Professional Development; State Programs; Unions; *Work Environment
IDENTIFIERS- Child Care Costs; *Child Care Needs; Military Day Care; Project Head Start

Based on the finding that the most important determinant of child care quality is the presence of consistent, well-trained, and well-compensated caregivers, this report discusses strategies to improve compensation in child care. It analyzes structural and social barriers to investing in decent-paying child care jobs; profiles a wide range of federal, state, and local initiatives to increase child care compensation; and outlines a recommended agenda for further action by states and communities. After an executive summary, Part 1, "Introduction," describes the results of a national study identifying program options that create high-quality jobs for adults and high-quality services for children; identifies barriers to investing in child care jobs, including over-reliance on parent fees and exclusion of child caregivers from leadership positions; and delineates guidelines for effective training and employment, including addressing requirements of child care work and trainees' needs and positioning new providers for career mobility. Part 2, "Promising Practices for Improving Child Care Compensation," describes federal

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Childhood Education; *Editors; Faculty Publishing; Foreign Countries; Periodicals; Publishing Industry; Publish or Perish Issue; *Scholarly Journals; *Writing for Publication
IDENTIFIERS- Australia

Recognizing the increasing pressure for publication for early childhood academics and the lack of current information about journals' publication practices, this study surveyed editors of Australian and international journals. The journals were selected through a survey of 43 academic staff of an institute of early childhood education and through a library search. Mail replies were received from 73 of the 121 editors contacted, for a response rate of 63 percent. Findings indicated that almost 70 percent of the journals reported fewer than 5,000 subscriptions while only 8 percent had a circulation greater than 10,000. Nearly all the journals targeted academics and published research articles, with 30 percent publishing only research. The number of journals publishing theoretical or review articles could not be determined because of different interpretations of the questions. Most journals published between 5 and 10 articles per issue, with almost two-thirds preferring manuscripts of less than 5,000 words. The American Psychological Association referencing style was required most commonly. For about three-quarters of the journals, editors sent manuscripts to two or three reviewers, with blind reviews used in about 80 percent of the journals. Almost all editors shared reviews with the author. The estimated review time averaged 3 months and publication lag averaged 6 to 12 months. Acceptance rates for unsolicited manuscripts ranged from 8 to 80 percent, with half of the editors accepting between 20 and 50 percent of unsolicited manuscripts. Only 5 percent of manuscripts were accepted without revision. (An appendix presents condensed publishing information for approximately 143 journals. Contains 13 references.) (KDFB)

ED 406 043 PS 025 267

Suthers, Louie; Larkin, Veronicah
Arts Games for Young Children.
PUB DATE- 96
NOTE- 10p.; In: Australian Research in Early Childhood Education. Volume 1, 1996; see PS 025 254.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Activities; Class Activities; *Creative Activities; Day Care Centers; Dramatic Play; Foreign Countries; *Games; *Music Activities; Preschool Children; Preschool Education
IDENTIFIERS- Australia (New South Wales)

This study investigated the use of arts games (structured play activities based on drama, movement, and music) with children age birth to 5 years in a day care setting. A set of 20 games was tested by 2 early childhood teachers; 1 teacher tested 10 games with a group of 2-year-olds and the other tested a different set of 10 games with a group of 4-year-olds. The teachers worked at a day care center in an inner city in Australia serving a culturally and socioeconomically diverse community. Teachers were given detailed descriptions of the games, including required equipment, suggested group size,

Acts; Task Analysis
IDENTIFIERS- Conversational Analysis; Cross Sex Interaction; Cross Sex Peers; Mixed Sex Dyads; Same Sex Interaction; Same Sex Peers

This study examined the relationship between children's gender-typed conversational styles and joint problem-solving performance. Sixty preschool children between 4 and 5 1/2 years completed three problems with a same-sex or opposite-sex peer. Two structured tasks, copying a Tinkertoy model and stringing beads; and one unstructured task, building a Tinkertoy structure of their own design, were videotaped. Children's conversations were analyzed for gender-typed language content, including aggressive and mitigated speech. Behavioral measures included children's success or failure for selection and placement of task pieces, behavior involving materials, and overall success. Findings indicated that there were no pair type or task differences in problem-solving success. Girls used mitigation more than boys but there were no differences in aggressive speech. Mixed-sex dyads used a masculine, aggressive conversation style more than same-sex dyads. Children used more mitigation and less indecision on the bead task than on other tasks. There were differences in verbal and behavioral measures associated with success on each task. Giving reasons on the model-copying task was associated with more correct selections for female pairs, but with worse overall performance for male pairs. Miscellaneous talk on the model-copying task was associated with correct selections for female pairs but with incorrect selections and placements for mixed-sex pairs. Mitigated speech on the model-copying task was negatively correlated with overall performance for mixed-sex pairs. For the bead task, performance for male pairs was negatively related to aggressive talk. For the open-ended Tinkertoy task, aggressive and mitigated speech was related to selections or placements for mixed-sex dyads. (Contains 27 references.) (KDFB)

ED 406 062 PS 025 323

Calvert, Sandra L.; And Others
Educational and Prosocial Programming on Saturday Morning Television.
PUB DATE- Apr 97
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Television; Commercial Television; Content Analysis; Educational Television; Mass Media Role; *Programming (Broadcast); Prosocial Behavior; Television Viewing
IDENTIFIERS- Childrens Television Act 1990; Television Networks

This study assessed the educational and informational television programming provided by four major networks, ABC, CBS, NBC, and Fox. Assessed were 29 children's television programs during the 1995-1996 season. Programs were videotaped from 7:00 a.m. to 12:00 p.m., a time frame when children are most likely to be in the viewing audience. A content analysis was conducted in which educational and prosocial programs which met the requirements of the Children's Television Act were counted. A 5-point scale was used to measure the degree of educational or prosocial television content in each program. No programs fell into both categories. Programs with scores of 4 or 5 were rated as those that met the requirements of the law and those with lower index scores were found in schools that offered either a modest curriculum or an expanded curriculum; and (7) lower index scores were associated with higher percentages of students receiving free or reduced-cost lunches. Overall, there was little evidence that any factor had a significant impact on student outcomes, and therefore, the reforms related to these factors are misdirected. Appendix includes a list of variables used in the report, information about the index of excellence, a list of school corporations and schools and their index scores, and an explanation of the statistics used. (LP)

ED 406 079 RC 020 963

Pathways from Poverty Educational Network.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Dec 96
NOTE- 140p.; For selected individual papers, see RC 020 964-965.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Development; *Community Education; Community Services; Educational Opportunities; Employment Opportunities; Family Programs; *Housing; Human Capital; *Poverty; *Poverty Programs; Profiles; *Rural Areas; Rural Development; Workshops
IDENTIFIERS- *United States (Northeast)

Pathways from Poverty is a public policy education and research initiative organized by the Rural Sociological Society's Task Force on Persistent Rural Poverty and the four regional rural development centers. This publication focuses on project efforts in the Northeast and includes three sections. The first section describes the Pathways from Poverty Workshop for the Northeast Region (Boston, Massachusetts, September, 1995); reviews the history of the project, which aims to create innovative pathways from poverty for rural people and places through collaborative state teams; and profiles four researchers and visionaries. These profiles describe the life and work of Gene Summers ("Up from 'the Bottoms,'" by Eileen Zuber); Virginia Schein ("Dancing with Words: An Afternoon with Virginia Schein," by Eileen Zuber); John Gaventa ("Searching from Within," by Pete Saba); and Leif Jensen ("Bridging the Gap," by Steve Nelson). The second section includes seven presentations from the 1995 workshop: "Working from the Margins: Voices of Mothers in Poverty" (Virginia E. Schein); "Working Together for a Change: Social Capital As a Pathway from Poverty" (John Gaventa); "Demographics of Rural Poverty" (Leif Jensen); "Work and Income Overview" (Ann Tickamyer); "Poor Kids in a Rich Nation: Eating the Seed Corn" (Patricia Garrett); "Human Capital and Poverty in Rural America" (Daniel Lichter); and "Where Do We Go from Here?" (Kenneth E. Martin). The final section describes the state Pathways from Poverty teams and 64 poverty programs in Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and West Virginia. These programs provide leadership training, summer educational opportunities for youth and children, support for community development, support for small business development and entrepreneurship, adult literacy and computer literacy, community supported agriculture, community health services, parenting education for youth and high-risk families, services for migrant families and children, job skills training, family services, rural housing development, nutrition education, that they share common course work and practicum experiences. In addition, inservice for local school personnel, community members, and students must focus on developing and practicing collaborative planning, teaching, and evaluation skills with the goal of effective education for all children. This paper also reports on a survey of 49 colleges and universities that indicates that preservice teacher education programs are not addressing the need for a unified educational system. (LP)

ED 406 096 RC 020 997

Grisham-Brown, Jennifer; And Others
Multi-University Collaboration via Distance Learning To Train Rural Special Education Teachers and Related Services Personnel.
PUB DATE- Mar 97
NOTE- 12p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Course Evaluation; *Curriculum Development; *Distance Education; Elementary Secondary Education; Equal Education; Higher Education; *Intercollegiate Cooperation; Low Incidence Disabilities; Rural Education; *Special Education Teachers; *Teacher Education; *Telecourses
IDENTIFIERS- *Compressed Video; Kentucky

A distance-learning personnel-preparation course on transdisciplinary services for students with low incidence disabilities was developed through collaboration among four Kentucky institutions of higher learning. The course, "Transdisciplinary Services to Students with Deafblindness and Other Multiple Disabilities," was delivered to eight Kentucky locations using compressed video (two-way audio and two-way visual). This technology was chosen because it provided for direct student interaction, eliminated the need for specialists to travel to deliver lectures, and promoted class activities such as discussion. The course was viewed by 60 students enrolled in the University of Kentucky, Morehead State University, Breschia College, and the University of Louisville. In a postcourse evaluation, the overall rating was in the upper quartile. The advantages of the course were that Kentucky students had equal access to the same best-practice information, and the regional exchange of experience and dialogue provided all students with information needed to implement the concepts anywhere in the state. While technology and diversity were crucial contributors to the course's value, they were also at the heart of the challenges encountered. Recommendations to address these challenges include development by collaborating faculty of a common philosophy of instruction that includes appropriate interactive instructional activities and an understanding of the student body; guidance for students on use of the technology and rules related to mutual respect and on-line interaction; guidelines related to student on-line time that assure equal access yet effectively manage class time; and ongoing evaluation to continually adjust content and presentation. Two tables present evaluation findings. (TD)

ED 406 097 RC 020 998

Demchak, MaryAnn; Morgan, Carl R.
Providing Related Services to Students with Disabilities in Rural and Remote Areas of Nevada.

Severely emotionally disturbed (SED) adolescents are at high risk for substance abuse, self-abuse, and suicidal thoughts and behaviors. A study explored the prevalence of depression and suicidal thoughts among Mexican American youth identified as SED, and examined teacher and student experiences of suicidal thoughts and behaviors among SED adolescents. The Beck Depression Inventory (BDI) and Personal Experience Screening Questionnaire were administered to 31 Mexican American SED adolescents in 6 targeted special education classes in 2 rural schools near the Mexican border. Eight students and all six teachers were interviewed. BDI results revealed that 10 of the 31 students had feelings of hopelessness or desire to kill themselves, and 16 were moderately to severely depressed. Results of the screening questionnaire suggested that 10 of the 31 students might have problems with drug or alcohol use. Of the eight students interviewed, four had attempted suicide and an additional three had suicidal thoughts in the past; all reported social and interpersonal conflict at home and school; all had severe family problems; and six felt that special education placement had contributed positively to their emotional and psychological development. All three females interviewed had attempted suicide in the past 3 years, with associated factors being sexual abuse and severe distress in the home. All five males interviewed had a history of violence and aggression. Nearly all teachers had had experiences with suicidal students and felt that they lacked appropriate training and referral knowledge. (SV)

ED 406 113 RC 021 014

Nelson, Ray; Laughlin, Lori
The Challenge of School to Work Transition in a Rural State.
PUB DATE- Mar 97
NOTE- 7p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Involvement; Coordination; Disabilities; *Education Work Relationship; Partnerships in Education; Pilot Projects; Program Development; Rural Areas; *Rural Education; *School Community Programs; Secondary Education; *Special Education; Systems Approach; *Transitional Programs
IDENTIFIERS- *South Dakota

The South Dakota Alliance for Transition establishes a formal partnership among state agencies, local service providers, and community stakeholders to address the transition needs of youth with disabilities. The 5-year federally funded project aims to enhance transition services through systems change: developing responsive case management and integrated transition services at pilot sites; training local school and agency personnel; coordinating services and linking programs; and creating networks for dissemination of information, materials, and services. Pilot projects were begun at four sites: one in the Sioux Falls area and three multicommunity rural sites with large geographic areas and low population densities. During the planning process, site coordinators, community service providers, teachers, community stakeholders, and others identified goals, barriers, and strategies for achieving project aims. The barriers fell into two broad groups: lack of resources and infrastructure typical of rural states and lack of comprehensive planning and coordination. The sites have enrollment in laboratory courses taught on the main campus difficult, this course is taught in a regular classroom, while maintaining the same lecture material as the chemistry courses taught on main campus. The laboratory segment of the course is composed of 23 experiments that require minimal equipment. The management of the necessary equipment is described and the advantages and disadvantages of this method of teaching chemistry are discussed. A list of the 23 experiments is provided. (MDH)

ED 406 130   SE 053 481

Anderson, Beverly J.
Equity and Excellence in the Mathematical Sciences: A Challenge to America.
PUB DATE- Oct 92
NOTE- 22p.; Paper presented as the keynote address of the American Philosophical Society at the William Penn Foundation Symposium on Mathematics, Science, and Engineering (October 9, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Improvement; Elementary Secondary Education; *Equal Education; *Excellence in Education; Higher Education; *Mathematics Education; *Minority Groups; Underachievement
IDENTIFIERS- Mathematical Sciences Education Board

This speech addressed the issue of educating minorities in the mathematical sciences. The speech is based on six regional workshops, and the national convocation of the Mathematical Sciences Foundation Board (MSEB). The introduction establishes the need for all students to become involved in the area of mathematics, and particularly minority students that have been historically disenfranchised in mathematics, if the United States is to successfully respond to future employment needs. This is followed by a challenge and a vision. The challenge is for America to not rely on drawing mathematicians from outside the country, but to develop the necessary human resources from within the country, especially from within the minority groups. Statistics examining the problem of underachievement and underrepresentation of minorities are examined and the impact of reports calling for mathematics education reform by the National Council of Teachers of Mathematics (NCTM) and the MSEB are discussed. A vision of mathematics education created around the NCTM's "Curriculum and Evaluation Standards," with teachers setting high expectations for minority students is then described. Students would be required to take mathematics every year until graduation. Colleges would create programs to strengthen and retain minority students in mathematics supported by professional organizations working collaboratively with funding agencies. Government agencies would invest more resources in teacher preparation and enhancement. The speech concludes with the assertion that America will ultimately benefit from providing quality mathematics education to minority students. (MDH)

ED 406 131   SE 053 509

Strategies for Instruction in Mathematics, Grade 4.
PUB DATE- 93
NOTE- 374p.; Mathematics Section, NC Education Building, 301 N. Wilmington Street, Raleigh, NC 27601-2825.

Svec, Michael
Understanding National Standards: An Evaluation of a Professional Development Program for Mathematics Teachers.
PUB DATE- 24 Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Intermediate Grades; Junior High Schools; Mathematics Instruction; Methods Research; Middle Schools; Program Development; *Program Evaluation; Program Implementation; Public Television; Questionnaires; Research Design; *Standards; Teacher Attitudes; *Teacher Education Programs
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards; Public Broadcasting Service

"PBS Mathline Middle School Math Project" is a national program offered by the Public Broadcasting System (PBS) to local affiliates to increase middle school teachers' understanding of the National Council of Teachers of Mathematics Standards, encourage discourse among teachers, and develop classroom applications based on video models of teaching. The purpose of this study was to evaluate the effectiveness of the Mathline Professional Development Program in a midwestern metropolitan region. This paper presents some of the initial findings and describes some of the issues involved in the evaluation, development, and implementation of such a program. The evaluation sought to detail the impact of the program on participating teachers. In addition, the elements of the program were evaluated to determine their effectiveness. Teachers responded favorably to the lessons they had tried and believed that the video lessons lend themselves to integration in the teacher's classroom. On-line discussions were also part of the program but there were teachers who never participated, usually because of technical difficulties. The Mathline survey filled out by teachers is included. (PVD)

ED 406 153 SE 059 814

Waldrip, Bruce G.; Fisher, Darrell L.
Cultural Learning Environment in Science Classrooms: Validity and Application of a Questionnaire.
PUB DATE- Mar 97
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *Cultural Background; Educational Environment; Learning Processes; Methods Research; Questionnaires; Research Design; *Science Instruction; Secondary Education; Secondary School Students; Social Environment; *Student Attitudes

The purpose of this study was to develop and validate an instrument to assess students' culturally sensitive environments and to examine the associations between these factors and students' attitudes towards science. A measure of students' environment, namely, the Cultural Learning Environment Questionnaire (CLEQ), was developed. The instrument

Strategies; Foreign Countries; High Schools; Misconceptions; Models; *Problem Solving; Questionnaires; *Student Attitudes; Teaching Methods
IDENTIFIERS- Taiwan

The purpose of this study was to investigate the effects of a problem solving based instructional model on earth science students' achievement and alternative frameworks. Students' opinions toward the instructional method were also investigated. The investigations employed a pretest/posttest control group design to detect any significant change. The 172 participants enrolled in four earth science classes received six weeks of the problem-solving based instruction. Selected items from the Taiwan Entrance Examinations for Senior High School were used to measure achievement in Earth Science content. An instrument with open-ended questions was used to examine conceptual change while a 10-item Likert-type questionnaire was used to explore student opinions toward the instruction. Results of an analysis of covariance on achievement posttest scores revealed that the problem solving based instructional model did significantly improve the achievement of students, especially at the application level. A chi-square analysis on students' alternative frameworks measure indicated that students taught using the problem solving based instructional model experienced significant conceptual changes. Contains 33 references. (Author/JRH)

ED 406 173   SE 059 837

Gardiner, Peter G.; Farragher, Pierce
The Quantity and Quality of Biology Laboratory Work in British Columbia High Schools.
PUB DATE- 23 Mar 97
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Biology; Educational Strategies; Foreign Countries; High Schools; Laboratory Equipment; *Science Curriculum; *Science Experiments; Science Laboratories; Teaching Methods
IDENTIFIERS- British Columbia

The purpose of this study was to survey the quantity and quality of laboratory work conducted by Grade 11 and 12 biology students in British Columbia High Schools, to analyze student performance on laboratory based questions on Provincial examinations, and to examine the curriculum for recommended laboratory work. Examination and curriculum data were extracted from Ministry of Education documents. Survey data were used to generate statistics on school demographics, teachers, laboratory work, use of technology, and constraints of the provincial curriculum and examination. Findings indicate that the frequency of laboratory work was low overall with quantitative activities much less frequent than qualitative, and laboratory exercises being confirmatory rather than investigative. Although laboratories were equipped adequately, teachers indicated that the curriculum and provincial examination limit the scope for an inquiry-based course. An analysis of examination results showed that the frequency and type of laboratory work had no effect on scores on lab-based questions. Analysis revealed that fewer laboratory activities are being conducted than are recommended in the course outline.

LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Environmental Education; Foreign Countries; Higher Education; *Interpersonal Relationship; *Interprofessional Relationship; *Leadership; *Mentors; *Professional Development
IDENTIFIERS- Australia (Queensland); Colorado

Although both the content and the practice of environmental education have been widely researched, its leadership is only partly understood. This study explores the importance of mentoring during the personal and professional development of leaders in environmental education. Four major questions were investigated. First, have leaders been mentored during their involvement with environmental education? Second, when and how has mentoring taken place? Third, what was the personal and professional effectiveness of the mentoring relationship? Fourth, is there any continuation of the mentoring process which might be appropriate for professional development within the field of environmental education? Leaders were solicited from a broad field of environmental educators, from academia to the private sector. Research elicited data from 57 persons in Queensland, Australia, and Colorado. Three major categories of informal mentoring were revealed: (1) perceived; (2) acknowledged; and (3) deliberate. Further analysis led to the evolution of the core concept: a Cascade of Influence. This sample of leaders, mentors, and new mentorees moved from the perception of having been mentored to the acknowledgment of these relationships and an affirmation of their efficacy for personal and professional growth. Heightened awareness and more frequent cascading of mentoring have positive implications for professional development of future leaders. Contains 364 references. (Author/PVD)

ED 406 194 SE 059 896

Energy Education Resources: Kindergarten through 12th Grade.
PUB DATE- Mar 97
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *Energy Education; Higher Education; Internet

This guide is published by the National Energy Information Center (NEIC), a service of the Energy Information Administration (EIA), with the goal of providing students, educators, and other information users a list of generally available free or low-cost energy-related educational materials. Each entry includes the address, telephone number, and description of the organization and the energy-related materials available. Many of the entries also include Internet (Web) and electronic mail (e-mail) addresses. (JRH)

ED 406 195 SE 059 897

Undergraduate Origins of Recent (1991-95) Science and Engineering Doctorate Recipients. Special Report.
PUB DATE- 96
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Conventional Instruction; High Schools; Hispanic American Culture; *Hispanic Americans; Inquiry; *Mathematics Teachers; Student Attitudes; *Teacher Attitudes; *Teacher Background; Teaching Methods; Teaching Styles
IDENTIFIERS- Texas

This preliminary case study examined the philosophical perspectives of mathematics teachers at a high school situated near the Texas/Mexico border along the lower Rio Grande river valley. Ninety-eight percent of the students and 69% of the teachers are Hispanic. The mathematics teachers were administered a questionnaire that gauged their philosophical perspectives relative to the Formalist Views and the Growth and Change Views of mathematics. The survey also required the respondents to self-report their classroom activities. Of the 16 mathematics teachers, 11 teachers were observed using a classroom observation instrument designed to rate the teachers' mathematics teaching in three categories: (1) student autonomy; (2) meaning and understanding; and (3) higher-order thinking strategies. The students of the observed teachers were administered a survey that gauged their attitudes toward mathematics and their perception of the frequency of particular classroom activities. The data analysis revealed that the teachers held a Formalist View of mathematics and their teaching practices were reflective of this belief. Consequently, their students experienced traditional mathematics teaching, such as lectures, worksheets and tests. Includes a section of recommendations for instruction and staff development. The student survey is found in the appendix. Contains 24 references. (Author/PVD)

ED 406 217   SE 059 956

Bowen, Brent D.
Interactive Learning: The Casewriting Method as an Entire Semester Course for Higher Education.
PUB DATE- Jan 94
NOTE- 54p.; For the teacher's manual, see SE 059 957.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aviation Education; Case Studies; College Curriculum; *Course Content; Grouping (Instructional Purposes); Higher Education; Learning Strategies; *Peer Evaluation; Physical Sciences; Relevance (Education); Self Directed Groups; Space Sciences; Student Evaluation; Teaching Methods
IDENTIFIERS- Case Method (Teaching Technique); Nebraska

This guide explains the reasons for employing the case method as a tool in the academic discipline of aviation. It promotes the use of case writing as a unique opportunity to derive even further benefits from case analysis. The benefits to students of using case writing as a learning strategy include a focus on the strategy of a real situation; development of an ownership interest; and development of reasoning, decision making, judgment, group dynamic, formal written and oral communication ability, and organizational skills. Issues related to computerization, research, and internalization are also addressed. Among the topics covered are case writing guidelines, case components, time line for case writing for individual and group projects, case development, case presentations, case evaluations, peer evaluations, group self-with Bachelor's degrees, Master's degrees, and doctorates; enrollment of full-time graduate students in science and engineering by source and type of major support; ethnicity and gender of federal scientists, engineers and college graduates in science and engineering; public understanding of the nature of scientific inquiry and public use of information resources; and research and development expenditures by country, source, and performer. (DDR)

ED 406 239 SE 060 128

Strauss, Michael J.
The Magical Classroom: Exploring Science, Language, and Perception with Children.
PUB DATE- Apr 97
NOTE- 132p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Chemistry; Educational Strategies; Elementary Education; *Experiential Learning; *General Science; *Hands on Science; *Interdisciplinary Approach; Language Arts; Mathematics Education; Molecular Structure; Motivation Techniques; Science Activities; Science Instruction; Standards; Teacher Role; Thinking Skills; *Topology
IDENTIFIERS- *Magic

The science of magic is the subject of this book which also examines how to help children experience and describe the world, how to experiment and ask questions about it, and how to make decisions about what is true and what is not. Background information about the relationship between magic and science and the nature of effects and illusions are provided. Thoughts about pedagogical matters related to the use of magic with science in the classroom are discussed and contain dialogues on specific techniques. A section about the relationship between a science curriculum that employs a magic strand and meeting current national science education standards is also included. The lessons are organized into five parts: (1) the dialogue section; (2) the description; (3) the effects and illusions; (4) a closer inspection; and (5) questions to draw and write about. Specific explorations provide guidance in examining concepts such as the electrical forces responsible for surface tension; gases, atmospheric pressure, and the weight of air; solids, liquids, gases, mass, and density; the physical properties of giant molecules; and topology and chirality. All the effects and illusions described in the book, as well as the described materials are intended for use by children age eight and above. For younger children, the materials may be hazardous. (DDR)

ED 406 240 SE 060 154

Marble, Stephen; Fowler, Marilyn, Ed.
Astronomy: Minds-on the Universe. Supplemental Teaching Activities for Grades K-8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 93
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Celebrating the Smithsonian's Birthday. 150 Years.
PUB DATE- 96
NOTE- 18p.; Photographs may not reproduce well. Resources section printed on gold paper.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Viewing; Cultural Influences; Elementary Secondary Education; History; Instructional Materials; *Material Culture; Museums; *Social Influences; Social Studies
IDENTIFIERS- Museum Collections; *Smithsonian Institution

The objects collected and displayed by museums may be connected with famous people, made by exceptional artists, natural specimens, or simple ordinary things that show what everyday life was like for most people. All these objects offer unique ways to learn about life in the United States and the world. In 1996 the Smithsonian Institution (Washington, D.C.), the world's largest museum complex and research center, celebrated its 150th birthday. This teaching unit encourages students to develop observational and reasoning skills by taking a close look at objects, such as those found in the Smithsonian. By thinking about what they themselves collect, students may understand the unique storytelling power of objects. A Take-Home Student Page, presented in English and Spanish, reproducible activity pages, and a list of resources are included. (MM)

ED 406 262 SO 026 837

Harrison, Michael
Archaeology: Walney. Revised Edition.
PUB DATE- 96
NOTE- 64p.; Revised by E. J. Fry and Jennifer Simmons in 1993. Designed by David Baselt in 1995.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ancient History; *Archaeology; Critical Thinking; Critical Viewing; Elementary Secondary Education; Instructional Materials; *Material Culture; Primary Sources; *Scientific Methodology; Social Studies
IDENTIFIERS- *Virginia (Walney)

This unit, consisting of 12 multi-activity lessons, was designed to accompany a field trip to Walney, a park site near Centreville, Virginia, but may be adapted for independent use. The unit focuses on the task of an archaeologist. Archaeological sites, artifacts, and historical records are examined by students in order to develop an understanding of the work of an archaeologist, and to experience the archaeological process. The stories which artifacts can unfold are explored through the use of archaeological techniques. Each lesson includes objectives, notes to the teacher, materials, and activities. Enrichment suggestions and reproducible student activity and discussion sheets are provided for several lessons. Contains 14 references for further reading. (MM)

ED 406 263 SO 026 840

Hawkins, Alma M.
Moving from Within: A New Method for Dance Making. First Edition.
PUB DATE- 91

ED 406 285 SO 027 102

Janeczko, Donna
The Art Recipe Book, Volume One: 60 Non-toxic Art Materials from Readily Available Materials.
PUB DATE- 90
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adhesives; Art Activities; *Art Education; *Art Materials; *Childrens Art; Clay; Creative Activities; Early Childhood Education; Elementary Education; Studio Art; *Supplies; Visual Arts
IDENTIFIERS- *Non Toxic Materials

This collection of recipes is intended for art teachers to provide low-cost, non-toxic materials for classroom use. The materials needed are readily available and can be purchased in quantity to help the budget conscious teacher. Recipes included are for modeling materials, edible modeling materials, paints and inks, adhesives, fixatives, and drawing and transfer materials. (EH)

ED 406 286 SO 027 106

Draze, Dianne; Palouda, Annelise
Design Studio.
PUB DATE- 92
NOTE- 64p.; Illustrations by Annelise Palouda.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; *Art Education; Creative Thinking; *Design; Elementary Education; *Graphic Arts; Problem Solving; *Visual Arts

This book presents information about 10 areas of design, with the main emphasis on graphic design. One section presents the creative problem solving process and provides practice in using this process to solve design problems. Students are given a glimpse of other areas of design, including fashion, industrial, architectural, decorative, environmental, urban, and interior. A project is provided for each area. The book is intended to provide beginning design students with information on the basic concepts and principles of design and allow practice in applying the concepts. Each chapter includes a reproducible information page and projects to allow students to apply what they have learned. Elements of design presented include: (1) unity; (2) repetition; (3) variety; (4) movement; (5) balance; (6) emphasis; (7) economy; (8) proportion; (9) color; and (10) space. (EH)

ED 406 287 SO 027 107

Roberts, Joyce; Hall, Tammy Watanabe
Using Picture Books with Older Students. Book 1: Caring for the Earth, Bridges across Generations, Who Are the Homeless? Grades 5-8.
PUB DATE- 95
NOTE- 64p.; Illustrated by Elisa Ahlin. For Book 2, see SO 027

NOTE- 113p.; Some illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Art Criticism; Art Education; *Cartoons; Controversial Issues (Course Content); Critical Thinking; *Critical Viewing; Current Events; Elementary Secondary Education; Social Studies; Units of Study
IDENTIFIERS- *Editorial Cartoons

This resource guide contains lessons, suggested activities, and 54 individual student activity sheets for using editorial cartoons in the classroom. Editorial cartoons, at their best, are well-thought out arguments about important issues in the news. They are meant to provoke thought, not merely assert a position and, as such, they engage the reader actively in a debate. Editorial cartoons make use of many of the ideas and concepts of the social studies curriculum. Any good editorial cartoon is made up of a complex code of symbols, shadings, caricature, line, and other elements that require skill at deciphering. Words play a part, but only in relation to the visual elements. The materials in this resource guide aim at instructing students to "read" the language that editorial cartoons use. The lessons are organized in nine sections: (1) "Understanding the Cartoon's Main Idea"; (2) "Analogy and Symbol--Illustrating the Intangible"; (3) "Humor and Irony"; (4) "Exaggeration and Understatement"; (5) "Caricature and Stereotype"; (6) "Captions and Other Words"; (7) "Drawing and Design"; (8) "Literary and Historical References"; and (9) "History and the Editorial Cartoon." Each section includes a statement of an instructional object; a brief essay on the nature and importance of a single aspect of editorial cartooning; six lesson activities arranged in a sequence of increasing difficulty. Sample editorial cartoons are included. (MM)

ED 406 310 SO 027 661

Geography Objectives: 1988 Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.; National Geographic Society, Washington, DC.
PUB DATE- 88
NOTE- 30p.; Part of "The Nation's Report Card," an education research project of the National Assessment of Educational Progress, Educational Testing Service.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; Competency Based Education; Course Content; Critical Thinking; *Educational Assessment; *Geographic Concepts; *Geography; *Geography Instruction; Grade 12; High Schools; Human Geography; Locational Skills (Social Studies); Map Skills; Physical Geography; Social Studies
IDENTIFIERS- *National Assessment of Educational Progress; National Geographic Society

To measure and report on the extent and quality of students' understanding of geography, the National Geographic Society initiated and provided support for a national assessment of students 17 years old and in the 12th grade. Since 1969, the Nation's Report Card, the National Assessment of Educational Progress (NAEP), has been responsible for collecting information about the educational achievement of United States structuring the experiences. Two case studies are presented to illustrate issues that arise for student teachers as they move into their first teaching experiences. These studies focused particularly on two issues underlying the INTEB model: the notion of circularity in communication between teacher and student; and the notion that the influence and proximity dimensions of the INTEB model are independent. A finding was that all successive elements of the commuting arrangement contributed to the cases' development, in particular the commuting between practice and theory. (Contains 11 references.) (JLS)

ED 406 330 SP 037 168

Straten, Geertjan, Ed.; And Others
Reflection at a Distance. An Inventorial Study into Reflection and Teleguidance in Teacher Education.
PUB DATE- Apr 96
NOTE- 46p.; This report is a product of the REFLECT project, a collaboration of the Universities of Utrecht, Exeter, Trondheim, and Barcelona.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; *Distance Education; Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Networks; Inservice Teacher Education; Nontraditional Education; Partnerships in Education; Preservice Teacher Education; Program Effectiveness; *Reflective Teaching; Research Design; Student Teachers; Surveys; *Teacher Education Programs; *Telecommunications
IDENTIFIERS- European Community

This report describes the design and results of a survey reviewing European research activities in the field of reflective teaching theories and the use of telecommunications technologies in teacher education. The project also has the goal of identifying possible partners for participation in future collaborative research that will enhance the quality and European dimension of current research. An overview is provided of the theoretical framework regarding reflection and teleguidance with a literature review on the uses of telematics for the promotion of reflective practice in teacher education. The design and results of a survey of practice regarding actual use of telecommunications technology in teacher education are presented. The survey was sent to teacher education institutions in the European Union member states and in Iceland, Norway, and Switzerland. Preliminary results based on 64 responses representing 16 countries showed that 10 percent of the teacher education institutions are interested in the use of telecommunications for stimulation of reflection. (Contains 65 references.) (JLS)

ED 406 331 SP 037 202

Sandoval, Pamela A.
UTEP: Urban Teacher Education Program. Final Report to the Lilly Endowment On Program Evaluation.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 24 Jul 96
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)

Washington, DC.
PUB DATE- Dec 96
NOTE- 35p.; For "The Condition of Education, 1996," see ED 394 217.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; Faculty Development; Private Schools; Public Schools; *Public School Teachers; Statistical Surveys; Teacher Attitudes; *Teacher Characteristics; *Teacher Salaries; *Teaching Conditions
IDENTIFIERS- Condition of Education (NCES)

Working conditions play an important role in a school's ability to attract, develop, and retain effective teachers. Data presented here describe a number of aspects of teachers' working conditions, including workload, compensation, school and district support for teachers' professional development, school decision making, school safety, student readiness to learn, and public respect for teachers. Results of the study revealed: (1) teachers put in more than a 40-hour week, on average, counting time spent outside of school; (2) average salaries tend to be lower than those of many other professionals, but, adjusting for inflation, teachers' salaries increased substantially during the 1980s; (3) professional development is supported by most schools and districts; (4) more than four out of five teachers reported that they had substantial control over what they taught and the texts and materials they used, and over disciplining students; and (5) public school teachers are increasingly worried about school safety at both the elementary and secondary levels. As a group, public school teachers appear to face more difficult working conditions than private school teachers, such as larger classes and less perceived influence over important school policies. However, public school teachers earn substantially more than private school teachers on average. Conditions for public school teachers also vary depending on the school's size and location, and the percentage of low income students in the school. (Contains 24 references.) (ND)

ED 406 349 SP 037 240

Ingersoll, Richard M.; And Others
Teacher Professionalization and Teacher Commitment: A Multilevel Analysis. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 97
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Credentials; Data Interpretation; *Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Mentors; Private Schools; Public Schools; *Secondary School Teachers; *Teacher Characteristics; Teacher Salaries; *Teaching Conditions
IDENTIFIERS- *Professionalization of Teaching; Schools and Staffing Survey (NCES); *Teacher Commitment

This report explores the effects of teacher professionalization on elementary and secondary teachers in the United States. The analysis examines the relationships between a set of

Constructivist Teaching. Fastback 390.
PUB DATE- 95
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; *Constructivism (Learning); *Educational Philosophy; Elementary Secondary Education; Knowledge Base for Teaching; Teacher Attitudes; Teaching Methods; Teaching Styles; *Theory Practice Relationship

This fastback examines the theory and practice of constructivist teaching and suggests how teachers can decide what form of constructivist teaching they might want to use. Constructivist teaching theory is explored under the headings "knowledge" and "humans." According to constructivist theory, knowledge is constructed by humans, it is conjectural and fallible, and it grows through exposure. Humans have a built-in aversion to disorder and have internal knowledge structures that guide perceptions, understanding, and action. Five elements of one conception of constructivist teaching practice include; activating prior knowledge, acquiring knowledge, understanding knowledge, using knowledge, and reflecting knowledge. The four types of constructivist teaching that emerge from these five elements are application, discovery, extension, and invention. Examples of these types are given. The next section focuses on beliefs and their importance in deciding about constructivist teaching and which forms to use. In the last sections, threats to implementation and the future of constructivist teaching are discussed. (Contains 14 references.) (ND)

ED 406 368 SP 037 261

Beauchamp, Edward R.
Preparing Teachers for Japan's Classrooms. Fastback 394.
PUB DATE- 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Change; Educational History; Educational Philosophy; Elementary Secondary Education; Foreign Countries; Higher Education; *Politics of Education; *Preservice Teacher Education; *Schools of Education; Teacher Supply and Demand; *Teaching Conditions
IDENTIFIERS- *Japan; *Normal Schools

This volume reviews the development of teacher education in Japan from 1868 to the present. The first section examines teacher education in Japan from 1868 to 1945, covering the development of normal schools; the Tokyo Normal School, Japan's first modern teacher education institute, founded in 1872; conservative reaction during the 1880s and the resulting changes in normal schools; conditions in the early 20th century; and the influence of military control from 1931 to 1945. The second section covers postwar teacher education from 1945 to the present, focusing on: teacher education reform, teacher supply and demand, and Prime Minister Nakasone's reform strategy in the 1980s. Instead of soliciting recommendations from the existing Central Council on Education, the Prime Minister created a National Council on Educational Reform (NCER). As part of its work, NCER proposed major teacher education reforms: strengthening of preservice education, including an emphasis on graduate education; an internship program; and a program of alternative certification. (Contains information on what has been learned about using portfolios for administrative purposes, the problems involved, and possible solutions to these problems. Student portfolios are being used administratively for accountability reporting, program evaluation, and a variety of administrative decisions affecting the future of individual students. However, many questions are being asked about these uses, including the technical adequacy of portfolios for administrative purposes and how administrative use affects the utility of portfolios as instruction tools. Some of the problems with portfolios are: (1) students may be ill-prepared to carry out work that is a required part of a portfolio; (2) different students have worked on different tasks or projects; (3) teachers have used different criteria for rating portfolio work; (4) teachers' guidance and peer review are different in different classrooms; (5) students have worked on only a small number of tasks. Remedies are suggested for each of these problems. This education system in general, a broader, less well-defined audience. This shift is not necessarily negative. Some research projects in this area are reviewed, and a list of 10 additional sources of information is included. (SLD)

ED 406 388   TM 024 350

Jasmine, Julia
Portfolio Planner: A Step-by-Step Guide to Portfolio Assessment.
PUB DATE- 95
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; *Educational Planning; Elementary Secondary Education; *Evaluation Methods; Models; *Portfolio Assessment; Portfolios (Background Materials); Program Implementation; Selection; *Student Evaluation; Teaching Methods

This guide presents a step-by-step portfolio assessment method for teachers who want to implement portfolio assessment in their classrooms. Portfolio assessment is not neat or tidy in its early stages, but tidy and organized portfolios can be constructed if the outlined steps are followed. These are: (1) storage and establishing a file for each student; (2) determining what the contents should be; (3) establishing a filing system; (4) sorting samples and selecting papers; (5) showcasing examples of work from the portfolios; (6) using the contents to assess progress or to demonstrate achievement; and (7) planning the system for the entire school year. Appendixes present a calendar model for portfolio planning and the calendar form. Throughout the discussion there are numerous illustrations and sample forms for selection and reflection on portfolio contents. (SLD)

ED 406 389   TM 025 132

Spencer, Mary L.
FSM National Standardized Tests of National Curriculum Minimum Standards: Spring 1995 Results, Sixth, Eighth, and Tenth Grade Language Arts and Mathematics.
SPONS. AGENCY- Federated States of Micronesia National Dept. of Education, Palikir.
PUB DATE- Dec 95
NOTE- 48p.
LANGUAGE- English

Program NY

In 1997, the New York State Office of the Comptroller performed an audit of Tuition Assistance Program (TAP) and Supplemental Tuition Assistance Program (STAP) awards at Monroe Community College (New York). TAP, the largest student grant and scholarship program administered by New York's Higher Education Services Corporation (HESC), is designed to provide tuition aid to full-time students enrolled in approved programs. STAP is a special program providing up to one additional year of aid for educationally disadvantaged undergraduate students. According to HESC's records, the college certified 9,768 students for 21,688 TAP and STAP awards totaling $16.3 million from 1992-93 through 1994-95. Out of a statistical sample of 200 of these awards, 5 were disallowed because students were not in good academic standing or not attending full-time attendance. An additional 12 awards were disallowed from outside the sample audit period. It was thus determined that the college was overpaid $145,342 due to incorrectly certified students. The auditors recommended that HESC recover the $145,342 plus interest, and that the college take steps to ensure that Monroe officials adhere to the guidelines relating to good academic standing and full-time status. (HAA)

ED 405 935 JC 970 257

Grunert, Judith
The Course Syllabus: A Learning-Centered Approach.
PUB DATE- 97
NOTE- 112p.; Foreword by Robert M. Diamond.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Active Learning; *Course Descriptions; *Course Objectives; *Course Organization; *Curriculum Development; Higher Education; Learning Strategies; Teaching Methods

Based on the assumption that good teaching helps students understand how to actively acquire, use, and extend knowledge in an ongoing learning process, this guide presents strategies for constructing learning-centered course syllabi. Following prefatory materials, part 1 reviews implications of shifting from traditional syllabi, which focus on materials to be covered, to learning-centered, which provide tools and information that will help students learn. This part also presents overviews of the processes for planning a learning-centered syllabus, including considerations related to course rationale, assessment methods, and promoting active learning; composing a syllabus, including a checklist of 15 functions of a syllabus; and using the new syllabus. Part 2 offers examples from existing course syllabi and course manuals, including a sample checklist of key syllabus elements, title page, table of contents, instructor description, letter to students, course descriptions, presentations of course and unit objectives, resources and reading lists, course calendar, course requirements, evaluation methods, grading procedures, instructions on using the syllabus and how to study for the course, background information for the course, and learning tools. Part 3 presents an annotated list of suggested readings related to general teaching, active learning, assessment, computer technology, cooperative learning, course and curriculum design, critical thinking, student differences, and

Education; Internet; Learning Activities; Literacy; Play; Word Processing
IDENTIFIERS- Apple Macintosh; IBM Personal Computer; Windows (Software)

This document consists of the 1996 issues of CompuKids, a bimonthly publication designed to assist children and their parents and teachers in getting the most out of using computers. The publication includes descriptions of available software, tips on hardware, and adaptations for Macintosh and IBM/Windows products. Regular features include: (1) "For Kids by KIDS," displaying children's computer products and stories; (2) "I Need Help!" which lists available software for particular activities, required computer configurations, the company publishing the software, and recommended ages. Included in this volume are articles on using computer in play, literacy/reading and computers, the Internet, keyboarding, word processing, creative writing software, stages of children's writing, summer activities, adaptive software programs to make accessing a computer easier for children, and innovative ways that computers can be used by children with disabilities. (KDFB)

ED 405 954 PS 025 020

Ending the Southern Deficit: Designing a Future for the South's Children.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- Mar 97
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Child Health; *Children; Crime; Dropout Rate; Early Parenthood; Elementary Secondary Education; Family (Sociological Unit); High School Graduates; Infant Mortality; Infants; Mortality Rate; One Parent Family; Poverty; State Surveys; Statistical Surveys; Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- Child Mortality; Indicators; *United States (South)

This report examines reasons for and offers recommendations to end the consistently found deficit in children's well-being in the southern states of Virginia, Louisiana, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, Alabama, Tennessee, South Carolina, and West Virginia--a deficit which places both the children and the future of the region at risk. The report reviews 10 statistical measures of child well-being: (1) children in poverty; (2) children living with one parent; (3) low birth-weight babies; (4) juvenile violent crime arrests; (5) high school dropouts; (6) teens not attending school and not working; (7) infant mortality rate; (8) child death rate; (9) teen birth rate; and (10) teen violent death rate. It calculates the hypothetical additional risk children assume by living in the South, and makes five recommendations to address its posited causes for the southern deficit: (1) instill a sense of community concern for children; (2) invest in the South's infrastructure for the future through basic education, effective government programs, and regional jobs creation strategies; (3) build on the strengths of southern heritage and promote positive change through the development of a mindset embracing both change and tradition; (4) end racial discrimination through strategic responses to dismantle racial inequities; and (5) deal with poverty with reason and compassion through adoption of incentive-based principles. The report includes a selected bibliography on the South and

These proceedings contain reprints of 26 papers presented at the 1995 IPA/USA (The American Affiliate of the International Association for the Child's Right to Play) national conference. The aim of the conference was to bring professional and public awareness to intergenerational needs and models with regard to children's development and play environments. The proceedings are presented in five sections: (1) "Historical/Reflections," including papers on intergenerational support for play, memories of the elderly regarding play, and how intergenerational play differs in the 1920s, the 1950s, and the 1990s; (2) "Schools," including papers on teachers' role on the playground, kindergarten children's initial physical education experiences, and youngsters' construction of physical knowledge on swings; (3) "Home and Community," including papers on hospital play, parents and children as play partners, and planning and implementing a community play day; (4) "Design, including papers on community playgrounds, community-built gardens, and children's participation in designing outdoor play spaces; and (5) "Issues," including papers on rough and tumble play, playground safety, political action, and learning from programs in the United Kingdom. Each section is preceded by an introduction describing highlights of the articles in that section. Each article concludes with biographical information on the author(s). (KDFB)

ED 405 973   PS 025 127

MacDonald, Sharon
The Portfolio and Its Use. Book II: A Road Map for Assessment.
PUB DATE- 96
NOTE- 116p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Academic Achievement; Academic Records; Achievement Gains; Early Childhood Education; Evaluation Methods; Grades (Scholastic); Grading; Informal Assessment; Performance; *Portfolio Assessment; Portfolios (Background Materials); *Student Evaluation; Student Records
IDENTIFIERS- Evaluation Standards

This book provides a guide for early childhood educators in implementing and using portfolio assessment to measure children's learning. Chapter 1 focuses on, "How Young Children Learn." It explains that children are active learners who learn by doing things repeatedly, by making mistakes, and by being exposed to varying approaches, materials, and experiences. Chapter 2 focuses on, "The Advantages of Portfolio Assessment." This chapter suggests that portfolio assessment shows growth over time, focuses on what is right about a child, and gives children an opportunity to be part of the assessment process. Chapter 3 covers "Building Portfolios" and discusses collecting work samples from each child, including audiotape recordings, videotape recordings, activity charts, checklists, and samples of writing, painting, and reading logs. Chapter 4 explores "Anecdotal Records." These records are defined as stories of what the child does in the classroom and must be factual, free of opinion, and non-judgmental. Specific formats and information to include in the records are detailed. The final chapter focuses on "Using the Portfolio" to gather and convey information about a child's learning, inform families and keep them involved, and transfer important information to children's future teachers. Contains references and a list of resources. (SD)

NOTE- 17p.; Paper presented at the Annual Conference of the National Council on Family Relations (58th, Kansas City, MO, November 7-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Custody; Childhood Attitudes; Children; *Fathers; One Parent Family; Parent Child Relationship; *Parenting Skills; Parent Role; Questionnaires
IDENTIFIERS- Parent Commitment

This study examined two competing hypotheses regarding the competence of single custodial fathers which have implications for considering parents' gender in awarding child custody: (1) parenting differences are based on gender, and single mothers will have higher parenting scores than single fathers; and (2) changes in role responsibilities following divorce outweigh gender effects, and parenting differences will be between married and single mothers and married and single fathers. Data were collected from parents and a 6- to 10-year-old focal child in 30 single-father, 30 single-mother, and 30 two-parent families. Parent and child versions of a parenting perception inventory were used to evaluate the parent-child relationship for each parent living in the household, with parent(s) and child rating how often the parent engaged in nine positive and nine negative behaviors. Three scores were obtained: positive and negative subscale scores and total score. Results supported the second hypothesis. Findings indicated that single fathers' positive scores were higher than married fathers', but no different from mothers'. Single mothers had lower positive scores than married mothers, but no different from fathers. Married fathers had lower positive scores than married mothers. Single fathers' total scores were no different from any other parents'. Single mothers' total scores were lower than married mothers', and married fathers' total scores were also lower than married mothers'. Single fathers proved to be competent parents with more positive behaviors than married fathers, with an overall parent-child relationship no different from other parents. There were no group differences in the children's parenting perception inventory scores. (Contains 13 references.) (KDFB)

ED 405 992 PS 025 194

Shulman, Shmuel; Seiffge-Krenke, Inge
Fathers and Adolescents: Developmental and Clinical Perspectives. Adolescence and Society Series.
PUB DATE- 97
NOTE- 249p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescent Development; *Adolescents; Child Abuse; Child Rearing; Child Support; Divorce; Family Environment; Father Attitudes; *Fathers; Females; Incest; Individual Development; *Males; One Parent Family; *Parent Child Relationship; *Parent Role; Psychopathology; Social Change; Stepfamily

The family itself and men's roles within traditional nuclear families are changing; non-custodial fathers, stepfathers, and absent fathers are commonplace. This book examines the relationships of fathers to their adolescent sons, and daughters, in the context of a changing society. Chapter one

ED 406 009 PS 025 224

Warton, Pamela M.
Motivational Goals, Information Sources and Subject Choice in Adolescence.
PUB DATE- Apr 97
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Achievement Need; *Course Selection (Students); Education Work Relationship; Elective Courses; Foreign Countries; *Goal Orientation; High Schools; *High School Students; Incentives; Self Motivation; *Student Motivation
IDENTIFIERS- Australia

This study examined the links between Australian adolescents' achievement goal orientation and the information sources they used when making decisions about returning to school and selecting courses for the elective final 2 years of high school. A total of 230 year-11 students from 2 coeducational comprehensive schools in a large city participated. The sample of 16-year-olds was predominantly Anglo-Australian. In addition to providing demographic information and indicating current subject choices, students were asked to rate themselves on 25 items assessing aspects of motivational goals in a questionnaire. The findings indicated that the most prominent student goals were task goals, closely followed by prosocial or friendship goals, and, finally, work avoidance goals. Analyses using factor scores as the dependent variable showed that there was a clear relationship between goal orientation and both the information sought about subject choice and the sources of information taken into account. Students who sought advice from teachers were more likely to be high on the learning scale than those who did not, while students who consulted friends about the decision to return to school were higher on the friendship scale. Students who reported that they took no one's advice about returning to school were higher on the work avoidance factor, while students who considered their parents' advice were higher on the friendship factor. Students who consulted no one about subject selection were likely to be lower on the learning subscale or higher on the work avoidance scale than students who consulted information sources. Findings suggest that the influence of goal orientation extends far beyond classroom behavior into the ways in which students decide about their academic and vocational futures. (KDFB)

ED 406 010 PS 025 225

Russell, Alan; Saebel, Judith
Individual Differences in Parent-Child Play Styles: Their Nature and Possible Consequences.
SPONS. AGENCY- Australian Research Council.
PUB DATE- Apr 97
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Individual Differences; Parent

initiatives to improve compensation, such as those within military child care and Head Start; discusses initiatives to link training with compensation; presents state efforts to improve reimbursement rates for programs meeting the National Association for the Education of Young Children accreditation guidelines; describes center-based initiatives such as unionization and business partnerships; and outlines programs providing health insurance to child caregivers. Part 3, "Next Steps," offers recommendations for system-wide reform at the state level, linking training and compensation, health insurance, and reimbursement rates and quality improvement grants. (Contains 23 references.) (KDFB)

ED 406 027 PS 025 248

Hewes, Dorothy W.
California's Cooperative Nursery Schools: Perspectives from the Past.
PUB DATE- 15 Mar 97
NOTE- 29p.; Portions of this paper are excerpted from "It's the Camaraderie: A History of Parent Participation Nursery Schools" by Dorothy W. Hewes. Keynote Address presented at the Annual Convention of the California Council of Parent Participation Nursery Schools (CCPPNS) (48th, San Mateo, CA, March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *History; *Nursery Schools; Parent Participation; *Preschool Education
IDENTIFIERS- 1920s; 1950s; 1960s; 1970s; *California; *Cooperative Preschools; Froebel (Friedrich); Historical Influences; Play Doh

This report traces the history and contributions of California's cooperative nursery schools (co-ops) within the context of the national growth in preschools. From the late 1870s through the 1920s, Froebel's ideas regarding the education of young children were evident in early nursery schools. By the late 1920s, nursery schools generally followed the tenets of either extreme behaviorism, with the goal of habit formation through rigid routines, or the Progressive Education practice of active play in a social setting. During the 1950s and 1960s, the number of nursery schools increased, nursery school boards were formed, there were attempts to incorporate, the council newsletter flourished, and there was effective legislative activity regarding licensing. In California, schools in different regions had different priorities and provided different types of services. Contributing to the success of California co-ops was the favorable attitude of state legislators. Co-ops also provided leadership training for women; several women who are currently influential in early childhood education got their start in these schools. In the late 1960s, the co-op movement reached a plateau, characterized by financial constraints and over-regulation. Changes in the family, especially the return of women to the workforce, contributed to the decline in co-ops since the 1970s, but the trend toward mothers choosing not to work full time and men assuming more nurturing parental roles has positive implications for co-ops. California co-ops have influenced the entire profession of early childhood education, ranging from the initiation of Nursery Education Week to the creation of Play Doh. (Contains 14 references.) (KDFB) procedures, and possible variations. They presented each game at least three times over a period of 6 weeks. Results indicated that the teachers would continue to use 13 of the 20 games in the version provided or in a modified version. They described over 75 percent of the games as developmentally appropriate for their children. Four factors influenced successful implementation: (1) grouping of children, especially group size; (2) children's interest and motivation, encouraged through positive reinforcement and accurate verbal feedback; (3) teachers' modifications and strategies, especially those to meet the needs of individual children; and (4) teacher confidence, related to the aspects of the games they chose to emphasize. Teachers generally found written instructions for the games very clear but noted that games requiring singing provoked anxiety. The teachers reported high levels of child enjoyment while playing the games. (Contains 23 references.) (KDFB)

ED 406 044 PS 025 268

Forgays, Deborah Kirby
Child Behavior Problems & Competencies: Individual and Dyadic Parental Influences.
PUB DATE- Aug 96
NOTE- 12p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; *Child Behavior; *Child Rearing; Interpersonal Competence; Parent Attitudes; *Parent Child Relationship; *Parent Influence; Personality; *Type A Behavior
IDENTIFIERS- Dyads

This study examined individual parent personality dynamics and partner-as-parent ratings as each relate to child problem behaviors and competencies. Subjects were 30 Caucasian heterosexual couples with 6-year-old children. Data were collected with the Adult/Adolescent Type A Behavior Scale (AATABS), Parenting Alliance, Child Behavior Checklist (CBCL), and Emotional Expressiveness Questionnaire. Correlations were performed within parent, between parent and child, and by gender when sample size permitted. Results indicated that parental characteristics associated with increased child behavior problems include maternal Type A characteristics and lower perceptions of partners as parents (especially for sons), while characteristics associated with reduced problems include a Type A personality and positive emotion expressiveness in fathers (for sons). Parental characteristics associated with child social competencies included higher parenting alliance scores. For sons, maternal Type A (while associated with increased behavior problems) was related to son's quality of social interaction, while for daughters, fathers' Type A personality was related to reduced social interaction skills. (Contains 23 references.) (EV)

ED 406 045 PS 025 270

McDonnell, Susan A.; And Others
Changes in Maternal/Child Discourse across Repeated Storybook Readings.
PUB DATE- Apr 97
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society

ratings did not. Results indicated that although CBS offered the most programs meeting the requirements of the Children's Television Act, followed by Fox, NBC, and ABC, there were no statistically significant differences among stations. The educational programs identified were Beakman's World, Really Wild Animals, and Reality Check on CBS; and It's Academic on NBC. The prosocial programs were Santa Bugito on CBS and Fudge on ABC. The majority of children's programs had little educational value. Except for CBS, the total time devoted to educational and prosocial programs was close to the 30-minute guideline used by the Federal Communications Commission for license renewal during 1992 to 1994. (KDFB)

ED 406 063 PS 025 350

Sale, June Solnit
Family Child Care Memories: Once More with Feeling.
PUB DATE- 18 Apr 97
NOTE- 9p.; Paper presented at the Annual Save the Children Family Child Care Conference (Atlanta, GA, April 17-20, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Childhood Needs; Early Childhood Education; *Family Day Care; *History; Professional Recognition; *Reminiscence; Research Problems
IDENTIFIERS- National Association for Family Day Care; Welfare Reform

This paper examines changes in family day care over the past 25 years, with a focus on family day care in California. Strengths of family day care have included the feeling of intimacy, responsivity, and being part of a family; authenticity in materials and activities; the noninstitutional atmosphere; and reliance on working with parents. Family day care has provided a much needed service and is now recognized as a developmental service for children and families. The National Association for Family Child Care has become a national presence which keeps family child care issues and concerns on the national legislative agenda and which has developed an accreditation process and program. The increased professionalization of family day care has resulted in fees more representative of the real cost of care. However, recent California legislation increases the risk of landlords refusing to rent to potential family day care providers, and new federal welfare legislation threatens government supports to family day care, such as nutritional subsidies. There is also a worrisome trend toward larger family child care homes. Since the 1970s, family child care has been the focus of much research, some of which has been used as a deciding factor in funding. Researchers examining family child care should have some affinity, understanding, and authentic knowledge of family child care rather than approaching research from a center child-care perspective. A research summit could be used to discuss family child care issues and concerns. (KDFB)

ED 406 064 PS 025 353

Ollhoff, Jim
Facilitating Social Competence in a School-Age Care Setting: A School-Age Care Staff Development Manual.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English

support for postsecondary attendance, opportunities for community service learning, and temporary shelter. Includes a program index. (SV)

ED 406 080 RC 020 964

Garrett, Patricia
Poor Kids in a Rich Nation: Eating the Seed Corn.
PUB DATE- Dec 96
NOTE- 7p.; In: Pathways from Poverty Educational Network; see RC 020 963.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Children; *Child Welfare; Demography; *Family Life; Family Needs; Ideology; Low Income Groups; *Poverty; *Public Policy; *Rural Population; Rural Urban Differences; Social Responsibility; Welfare Services

This paper examines the problem of having many poor children in the wealthy United States and the need to find answers to this problem. Despite much recent talk about "family values," the dominant U.S. ideology holds that family welfare is a private rather than a public responsibility. Poor children are seen as a special population that diverts resources from "the rest of us." An alternative vision recognizes mutual responsibility and emphasizes support for families, especially their efforts to raise children. A comprehensive anti-poverty policy would employ three basic strategies: risk minimization (prenatal and postnatal care to improve child outcomes and wellness programs to prevent disabilities); career development (with consideration for the integration of work and family roles); and asset development (protection against sudden unemployment). A brief overview of childhood poverty demonstrates decreases in poverty between 1960 and 1970, especially in rural areas; increases between 1980 and 1990; consistently higher rates of child poverty and deep poverty in nonmetro areas and among African Americans; and the extent of poverty among two-parent families. Poverty is not good for children. In particular, family poverty may lead to poor birth outcomes, malnutrition, parental stress and punitive parenting, low child self-esteem, and poor academic performance and subsequent limited employment opportunities. Specific rural poverty-related problems include discouragement of eligible families from applying for welfare, reluctance of rural residents to apply, inadequate social services, and inadequate infrastructure to administer programs or compete for funds. (SV)

ED 406 081 RC 020 965

Lichter, Daniel
Human Capital and Poverty in Rural America.
PUB DATE- Dec 96
NOTE- 6p.; In: Pathways from Poverty Educational Network; see RC 020 963.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adult Literacy; Dropouts; *Educational Attainment; *Education Work Relationship; *Employment; Graphs; *Human Capital; *Poverty; Racial Differences; Rural Areas; *Rural Urban Differences; Tables (Data)

PUB DATE- Mar 97
NOTE- 11p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Allied Health Personnel; *Ancillary School Services; Delivery Systems; Disabilities; Elementary Secondary Education; Individualized Education Programs; Professional Personnel; *Rural Schools; *School Districts; *School Personnel; *Special Education; State Surveys
IDENTIFIERS- *Nevada; *Related Services

Related services include transportation and such developmental, corrective, and supportive services that enable a student with a disability to benefit from special education. Rural school districts have difficulty providing services comparable to those provided by urban districts. Special education directors of 11 of the 15 rural school districts in Nevada responded to a survey concerning related services. The number of special education students in these districts ranged from 25 to 1,146, and the number of schools ranged from 3 to 19. The only three related services available in all districts were speech pathology, counseling, and psychological services. Occupational and physical therapy were available in the majority of the districts. Six or more of the 11 districts reported that audiology, social work, parent counseling and training, and recreation were not available. The most frequent reason provided for unavailability of a service was that there was no allocation for personnel in that area. In only three instances was a position open due to difficulties in hiring a qualified person. Only one school district reported that all related services were available. Most of the available services were provided to 20 or fewer students in a district. The primary way of providing services was through certified school district employees, but some remote districts provided services through independent contracts with service providers. Two districts provided services through collaboration with other agencies. Four tables list related services and present survey results. (TD)

ED 406 098 RC 020 999

Munson, Dawn
The Current Research Efforts of Special Olympics International.
PUB DATE- Mar 97
NOTE- 7p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adapted Physical Education; *Athletics; Attitude Change; Developmental Disabilities; Interpersonal Competence; *Mental Retardation; *Self Esteem; Social Bias; *Social Development; Special Education; *Special Olympics
IDENTIFIERS- Attitudes toward Disabled

Prior to the early 1990s, Special Olympics research consisted of collecting anecdotal information about the "good stories." In 1993, Special Olympics International gathered its first statistical data on its athletes in conjunction with the first "Team USA" coming together from programs throughout the United found that keys to success include identifying and developing positive working relationships with key service providers; a willingness by all partners to work on shared projects; awareness and support of employers, families, and community members; access to training, education, information, and resources related to transition services; and promoting self-advocacy and good case management. (SV)

ED 406 114 RC 021 015

Renew, Frank C., Jr.
A Local School Model for Teaching Students with PDD and Autism.
PUB DATE- Mar 97
NOTE- 6p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *After School Programs; *Autism; Educational Needs; Elementary Secondary Education; Family Involvement; Family Programs; *Family School Relationship; Home Programs; Models; Parent Education; *Program Design; Social Support Groups; *Special Education; *Staff Development; Training
IDENTIFIERS- *Pervasive Developmental Disorders

This paper describes a proposed model for providing educational services to students with autism and other pervasive developmental disorders (PDD). The model was developed by special education administrators in response to significant increases in the number of students diagnosed with PDD. Services that are necessary to support a classroom for students with autism and PDD include early diagnosis and intervention, discrete-trial teaching techniques, sensory integration activities, parent involvement and support, inclusive opportunities with peers, intensive language and socialization training, and training in generalization skills. The proposed model would include weekly staff training sessions, which would also incorporate student progress reviews and three prescheduled individualized educational plan meetings for each student during the school year. A home-based support component would include an "after school" or community-based recreation program to enable students to practice social and language skills; monthly family support groups to encourage parents to address emotional issues regarding autism; weekly training sessions for family members on teaching, parenting, and behavior management techniques; 2 hours of daily home-based tutoring; coordination between home and school in order to encourage communication between parents and school staff and monitor student progress; assistance to family members and school staff on locating information and resources on autism; and extended school year or summer programs to provide additional learning and social opportunities for autistic children. (LP)

ED 406 115 RC 021 016

Pavlovic, Steve; Friedland, Billie
Reflectivity in Supervision and Teaching.
PUB DATE- Mar 97
NOTE- 8p.; In: Promoting Progress in Times of Change: Rural Communities Leading the Way; see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Educational Objectives; Elementary Education; *Elementary School Mathematics; Grade 4; *Integrated Curriculum; Interdisciplinary Approach; *Learning Activities; Manipulative Materials; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Problem Solving; Social Studies; *State Curriculum Guides; Thinking Skills; Worksheets
IDENTIFIERS- Hands On Experience; *North Carolina

This publication is designed to provide teachers with Grade 4 activities in mathematics that match the requirements of the North Carolina Standard Course of Study. The Grade 4 Mathematics Standard and related competency goals and objectives from the North Carolina Standard Course of Study and Mathematics Teacher Handbook are reproduced in the initial section. The remainder of the book is separated into six sections. The first section provides a week-by-week guide of activities for the classroom. The sheet for each week contains four facts the students are to review, a calculator exploration, eight mental math problems, a game of the week with accompanying worksheet, a problem for the week, a data exploration to be integrated with other subjects, and a question to discuss. The second section elaborates on the competency goals and objectives, and suggests activities to help attain each objective. The third section discusses an integrated approach to teaching mathematics and social studies. The approach is made up of ten segments that refer the teacher back to the activities provided in the week-by-week guide. Lesson plans are provided for each segment. The fourth section describes a year-long project called "We Like Calling North Carolina Home," designed to be a part of the ongoing bulletin board display in the classroom. The fifth section contains teacher-generated activities to be shared with teachers. The final section provides reproducible blackline masters as support material for activities in the book. (MDH)

ED 406 132 SE 054 659

Great Lakes: Great Gardening.
SPONS. AGENCY- Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.; Environmental Protection Agency, Washington, D. C.; National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; State Univ. of New York, Albany. Research Foundation.
PUB DATE- Feb 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Grounds Keepers; *Horticulture; Plant Propagation; *Soil Conservation; *Water Pollution
IDENTIFIERS- Gardening; *Gardens; *Great Lakes

This folder contains 12 fact sheets designed to improve the quality of gardens near the Great Lakes. The titles are: (1) "Your Garden and the Great Lakes"; (2) "Organic Gardening"; (3) "Fruit and Vegetable Gardening"; (4) "Composting Yard Wastes"; (5) "Herbicides and Water Quality"; (6) "Watering"; (7) "Soil Erosion by Water"; (8) "Soil Fertility"; (9) "Pest Management"; (10) "Landscaping"; (11) "Attracting Birds Naturally"; and (12) "Lawns." (MKR) was influenced by Hofstede's four dimensions of culture (Power Distance, Uncertainty Avoidance, Individualism, and Masculinity/Femininity) and contained eight scales. Using a sample of over 3000 secondary science students, the reliability of the CLEQ scales ranged from 0.69 to 0.86 and showed acceptable discrimination between the scales. The mean correlation between scales ranged from 0.04 to 0.23. The reporting of the class or school mean is viewed as somewhat meaningless as this instrument was designed to measure students' personal cultural environment. An examination of the diversity of cultural environments in each classroom was indicated by examining the standard deviations of each scale for different classrooms. Relationships between students' cultural environments and attitudes was examined. Contains 22 references. (Author/PVD)

ED 406 154   SE 059 815

Niedderer, Hans; Petri, Juergen
Learning Pathways in High-School Level Quantum Atomic Physics.
PUB DATE- 22 Mar 97
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Cognitive Structures; Concept Formation; Foreign Countries; High Schools; *Learning Processes; *Physics; Quantum Mechanics; *Research Design; *Science Instruction; *Student Attitudes; Student Development
IDENTIFIERS- Quantum Theory

Investigations of changes in conceptions during physics instruction are the logical and necessary steps to follow successful international research on students' preinstructional conceptions. The theoretical perspective integrates currently available frameworks of cognition, cognitive states, and cognitive processes in physics. Particular emphasis is put on "intermediate conceptions," mainly as a result of students' self-development of cognitive systems. In this case study an individual high school student's learning processes in the domain of quantum atomic physics is investigated. The goal is to elaborate the students' cognitive system for atomic physics as a hypothetical model to describe and explain their thinking and learning interaction with the teaching input. The model serves as a means to explain how and why students act the way they do in a certain instructional context. The students' learning process is described concerning their conception of an atom as a conceptual growth. Their final conception of an atom is a federation of several connected conceptions including their initial planetary model as the point of reference. The conceptions do not exist isolated in their different generating contexts. Students were able to reflect on the differences and advantages of each The student was able to reflect on the differences and advantages of each conception. (Author/PVD)

ED 406 155   SE 059 816

Parker, Dawn; Jensen, Debbie
The Texas Poll of Elementary School Teachers: Survey Sampling Procedures and Questionnaire Design.
SPONS. AGENCY- Texas Statewide Systemic Initiative for Science and Mathematics Education.

Contains 14 references. (RH)

ED 406 174 SE 059 838

Eichinger, David C.; And Others
Evaluating Computer Lab Modules for Large Biology Courses.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 23 Mar 97
NOTE- 35p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; *Computer Uses in Education; Data Analysis; Data Collection; Educational Strategies; Educational Technology; Evaluation; Higher Education; Science Experiments; *Science Laboratories; Simulation

This paper describes the first phase of a study to investigate students' evaluations of computer laboratory modules in a university-level, non-majors biology course. The National Science Foundation-funded project has two primary goals: (1) to develop programmable, multifunctional Bio LabStations for data collection and analysis, lab extensions, simulations, and student assessment; and (2) to implement, evaluate, revise, and finalize a series of laboratory exercises under actual classroom conditions. Field observations of the labs and student responses to a written survey administered at the end of the first year of the project indicate: (1) the computer modules are helpful in understanding the lab because the students receive a strong visual/mental image of the experiment or simulation; (2) a general approval of using computers in the lab because computers are perceived to be a necessary component of modern science; and (3) strong preferences and dislikes for particular lab modules based on each module's perceived ease of use and the importance of the topic to the student. Appendices include a description of computer lab module activities, survey questions, and computer hardware and software used in Biology 110 and Biology 111 at Purdue University. Contains 21 references. (Author/JRH)

ED 406 175 SE 059 839

Mrazek, Rick, Ed.
Pathways To Partnerships: Coalitions for Environmental Education. Selected Papers from the Annual Conference of the North American Association for Environmental Education (22nd, Big Sky, Montana, 1993).
PUB DATE- Apr 94
NOTE- 536p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Curriculum Development; Curriculum Evaluation; Economics; Educational Objectives; Educational Research; *Environmental Education; Faculty Development; Foreign Countries; Futures (of Society); Government Role; Multimedia Materials; Nonschool Educational Programs; *Partnerships in Education; Student Evaluation; Sustainable Development; Wildlife

The theme of the 1993 conference of the North American Association for Environmental Education was "Pathways to Partnerships: Coalitions for Environmental Education." Speakers on environmental issues represented government agencies and

DESCRIPTORS- *Doctoral Degrees; *Engineering; Higher Education; Minority Groups; *Sciences; Sex Differences; *Undergraduate Study

Baccalaureate institutions are an essential part of the educational process for persons earning science and engineering doctorates. This report summarizes data on the baccalaureate institutions reported by persons completing doctorates from 1991 through 1995. It provides an institutional context for examining this aspect of the educational pipeline. Sections include Undergraduate Origins in Foreign Institutions, Undergraduate Origins by Type of U.S. Institution, and Baccalaureate Origins of Women and Racial/Ethnic Groups. Appendices contain technical notes, detailed statistical tables, and a bibliography. (JRH)

ED 406 196 SE 059 898

Biller, Jerry
Reduction of Mathematics Anxiety.
PUB DATE- Oct 96
NOTE- 9p.; Paper presented at the Annual National Conference on Liberal Arts and Education of Artists (10th, New York, NY, October 16-18, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Active Learning; *Art Education; Cognitive Processes; *Cognitive Style; Cooperative Learning; Educational Improvement; Higher Education; Instructional Innovation; Interdisciplinary Approach; *Mathematics Anxiety; *Student Attitudes; Teaching Methods
IDENTIFIERS- *Myers Briggs Type Indicator

Students that have high mathematics anxiety also have negative attitudes toward their potential success in mathematics. The focus of this paper is on changing attitudes towards mathematics, particularly those of arts majors. Suggestions for changing attitudes come out of an understanding of differing learning styles among students. Individuals learn best when they are comfortable with the learning situation. For example, students at the Ringling School of Art and Design were rated using the Myers-Briggs type indicator as being predominantly of the intuitive perceiving style. These learning styles are often associated with right-brain learning whereas mathematics is often associated with left-brain learning. Such students should have opportunities to solve problems by self-instruction, group activities, and teacher contact as they like to pursue problems in their own way and work on assignments that make sense. In conclusion, educators must actively involve students in the learning process and provide a relaxed, productive environment for learning, be innovative in approach by allowing for varieties of learning styles, alter student attitudes by broadening the mathematics curricula, develop more effective ways of connecting classroom experiences to the workplace, and demonstrate that the purpose of teaching is to promote learning. Contains 24 references. (PVD)

ED 406 197 SE 059 900

Arney, David C., Ed.
Interdisciplinary Lively Application Projects (ILAPs).
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 206p.

evaluations, examples of case writing, and a breakdown of those sample cases. (DDR)

ED 406 218 SE 059 957

Bowen, Brent D.; Lutte, Rebecca K.
Interactive Learning: The Casewriting Method as an Entire Semester Course for Higher Education. Teacher's Manual.
PUB DATE- Jan 94
NOTE- 57p.; For the student's manual, see SE 059 956.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aviation Education; Case Studies; College Curriculum; *Course Content; Grouping (Instructional Purposes); Higher Education; *Peer Evaluation; Physical Sciences; Relevance (Education); Self Directed Groups; Space Sciences; Student Evaluation; Teaching Methods
IDENTIFIERS- Case Method (Teaching Technique); Nebraska

This guide explains the reasons for employing the case method as a tool in the academic discipline of aviation. It promotes the use of case writing as a unique opportunity to derive even further benefits from case analysis. The benefits to students of using case writing as a learning strategy include a focus on the strategy of a real situation; development of an ownership interest; and development of reasoning, decision making, judgment, group dynamics, formal written and oral communication ability, and organizational skills. This is a teacher's guide that includes the course syllabus, schedule and practical tips on introducing the concept of case study, assigning groups, selecting a topic, and assigning roles. Other topics covered are case writing guidelines, case components, timeline for case writing of individual and group projects, case development, case presentations, case evaluations, peer evaluations, group self evaluations, examples of case writing, and a breakdown of those sample cases. (DDR)

ED 406 219 SE 059 960

Crehan, James E., Ed.
Proceedings of the Annual Nebraska Aviation Education Association Conference (1st, Omaha, Nebraska, January 1994). The UNO Aviation Monograph Series.
PUB DATE- Mar 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Aircraft Pilots; *Aviation Education; Case Studies; *College Curriculum; *Course Content; Equal Education; Grouping (Instructional Purposes); Higher Education; Physical Sciences; Sex Differences; Space Sciences; Student Evaluation; Training Methods
IDENTIFIERS- Nebraska

This collection of six papers constitutes the proceedings of the First Annual Conference of the Nebraska Aviation Education Association. These papers present many issues that the discipline of aviation is confronting, including those related to the aviation industry. The papers included are as follows: (1) "Using the DAT for Selection of Pilot Trainees in Higher Education" (James Crehan); (2) "Cyclic Student Evaluation

DESCRIPTORS- *Astronomy; Elementary Education; Instructional
Materials; Interdisciplinary Approach; Measurement;
Misconceptions; *Science Activities; Scientific Concepts; Space
Sciences; Units of Study

This teachers guide contains activities and materials created to teach astronomy concepts to children from grades K-8. It is organized into four units: (1) Earth and Stars; (2) Spheres and Orbits; (3) Stars and Gravity; and (4) Scales and Measurement. Activities are arranged within each unit around six content topics: (1) Earth; (2) Solar System; (3) Stars; (4) Motions; (5) Special Interests; and (6) Instruments. The Special Interest activities are unique activities that integrate astronomy with other areas of the curriculum or deal with special issues. Each unit contains a teacher's guide, a set of required materials, and classroom display items. The activities allow students to actively examine their prior knowledge and assumptions about astronomy and to build their conceptual understandings based on explorations and expressions of their ideas. Contains 19 references. (JRH)

ED 406 241 SE 060 159

Kreke, Kelley; Towns, Marcy Hamby
Student Perspectives of Cooperative Learning Activities.
PUB DATE- Mar 97
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Oak Brook, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; *Classroom Environment; *Communication Skills; *Cooperative Learning; Higher Education; Learning Activities; Learning Strategies; *Student Attitudes

This study explores what cooperative learning activities in an undergraduate chemistry course meant to the students. Cooperative learning activities were used throughout the course with one class session per week being entirely devoted to such activities. An analysis of field notes and a questionnaire completed by the students yielded three findings from the perspective of the students. First, these cooperative learning activities created a learning community characterized by intellectual challenge, support, and encouragement which promoted a warmer classroom climate. Second, the interaction between students facilitated the development of interpersonal skills and communication skills which lead to more meaningful learning. Third, these activities gave the students tools for learning the material. Contains 31 references. (Author/JRH)

ED 406 242 SE 060 181

Vaz, Adelaine Neto; And Others
Some Contributions for a Pedagogical Treatment of Alternative Conceptions in Biology: An Example from Plant Nutrition.
PUB DATE- Mar 97
NOTE- 30p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Oak Brook, IL, March 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Dance; *Dance Education; Elementary Secondary Education; Fine Arts; *Movement Education
IDENTIFIERS- Progressive Muscle Relaxation Training

This volume introduces an experimental method for teaching creative movement and choreography. The method requires both a framework of conceptual structure, and freedom to explore ideas and imaginative transformation of experience through movement and external form. An opening discussion of creativity explains how dance performance has been influenced by the arts. Subsequent chapters describe concepts such as shaping, feeling, and moving, with exercises and activities for dancers. These exercises and activities enable dancers to improve their range of motion as well as the interest and quality of the dances they create. An appendix provides a modified version of Progressive Relaxation. A 51-item bibliography concludes the text. (MM)

ED 406 264 SO 026 849

Roach, Karen
Art Themes Found in Children's Literature.
PUB DATE- 96
NOTE- 16p.; A journal article (EJ 511 722) referred to in the introduction is appended.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Art; *Childrens Literature; Elementary Education; Illustrations; Interdisciplinary Approach; *Picture Books; *Thematic Approach; *Visual Learning

This bibliography is intended to expose art teachers and elementary classroom teachers to visual images found in children's literature. Books listed are organized into potential thematic units and are limited to books by well-known children's authors. These books represent useful tools for making connections between visual arts and other components of a thematic unit. Subject areas addressed include: animals, architecture, artists, cartooning, children, costume, fairy tales (nontraditional), families, folktales and legends, friendship, landscapes and seascapes, make-believe, multicultural themes, neighborhoods, portraits, quilts, rural America, scientific illustration, and urban America. (MM)

ED 406 265 SO 026 939

Leming, Robert S.
We the People...The Citizen and the Constitution.
SPONS. AGENCY- Center for Civic Education, Calabasas, CA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Citizenship; *Citizenship Education; Constitutional History; Constitutional Law; Democracy; Democratic Values;

108.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Adolescent Literature; Art; *Art Education; Childrens Literature; *Creative Thinking; *Environment; *Homeless People; Illustrations; Intermediate Grades; Junior High Schools; Middle Schools; Multicultural Education; Older Adults; *Picture Books; Teaching Guides; Visual Arts

This book presents a research-based, three-sided, educational framework for incorporating picture books into the classroom. The triad integrates creative arts, cognitive skills, and learning styles. The purpose of the book is to provide a format that invites and encourages intermediate and middle school teachers and students to explore the rich content, visual beauty, and moving messages found in picture books. The lessons in each section are correlated to readily available picture books. "Caring for the Earth" examines ways of appreciating and nurturing the gifts of the earth and includes: (1) "The Great Kapok Tree" by Lynne Cherry; (2) "A River Ran Wild" by Lynne Cherry; (3) "City Green" by DyAnne DiSalvo-Ryan; and (4) "Just a Dream" by Chris Van Allsburg. "Bridges Across Generations" examines the role of the elderly in the circle of life and includes: (1) "The Patchwork Quilt" by Valerie Flournoy; (2) "The Old, Old Man and the Very Little Boy" by Kristine L. Franklin; (3) "Grandpa's Song" by Tony Johnston; and (4) "Sachiko Means Happiness" by Kimiko Sakai. "Who are the Homeless?" examines the many faces of the homeless and includes: (1) "Fly Away Home" by Eve Bunting; (2) "A Rose for Abby" by Donna Guthrie; (3) "Space Travelers" by Margaret Wild; and (4) "Working Cotton" by Sherley Anne Williams. Contains suggested additional resources, a bibliography, and culminating activities for each section. (EH)

ED 406 288 SO 027 108

Roberts, Joyce; Hall, Tammy Watanabe
Using Picture Books with Older Students. Book 2: Cultural Identity, Times of Pain, Times of Healing. Grades 5-8.
PUB DATE- 95
NOTE- 64p.; Illustrated by Elisa Ahlin. For Book 1, see SO 027 107.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Adolescent Literature; Art; *Art Education; Childrens Literature; *Creative Thinking; Illustrations; Intermediate Grades; Junior High Schools; Middle Schools; *Multicultural Education; *Picture Books; Teaching Guides; *Visual Arts

This book presents a research-based, three-sided, educational framework for incorporating picture books into the classroom. The triad integrates creative arts, cognitive skills, and learning styles. The purpose of the book is to provide a format that invites and encourages intermediate and middle school teachers and students to explore the rich content, visual beauty, and moving messages found in picture books. The lessons in each section are correlated to readily available picture youth in a variety of subject areas including reading, mathematics, writing, science, music, art, career and occupational development, social studies, literature, computer competence, and recently, U.S. history and civics. The results of the 1988 geography assessment, the first in NAEP's 20-year history, serves the interests of geographers, educators, policymakers, and parents across the country. Chapter 1, "Overview of the Objectives," defines geography in the curriculum and provides a framework for the geography objectives. In Chapter 2, "The Geography Objectives," the following learning outcomes are explored: (1) geographic skills and tools; (2) geographic knowledge and concepts (content) including physical geography and cultural geography; and (3) geographic inquiry including knowing and understanding and applying. A "Distribution of Assessment Items" is included to show the approximate percentage distribution of assessment questions in terms of their classification within the geography framework's main categories of geographic skills and content and geographic inquiry. A list of "Participants in the Development Process" also is provided. (CB)

ED 406 311 SO 027 662

The National Drug Control Strategy, 1997.
PUB DATE- 97
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Crime; *Drug Abuse; *Drug Education; Drug Legislation; Drug Rehabilitation; *Federal Programs; *Illegal Drug Use; Law Enforcement; National Programs; *Public Health; Public Policy; Self Destructive Behavior; Social Problems; Special Health Problems
IDENTIFIERS- *Clinton (Bill)

This federal document offers a comprehensive approach to reduce demand for illegal drugs and decrease their availability. Supported by statistical tables and graphs, the summary is divided into six sections. "The Purpose and Nature of the Strategy" outlines a 10-year plan for drug interdiction and reduction and identifies the elements of that plan. "America's Drug Abuse Profile" offers an overview of the problem with a graphic and statistical analysis of the pertinent information. "Strategic Goals and Objectives" outlines five goals of the drug strategy and supports them with immediate objectives. The five goals are: (1) educate and enable America's youth to reject illegal drugs as well as alcohol and tobacco; (2) increase the safety of America's citizens by substantially reducing drug-related crime and violence; (3) reduce health and social costs to the public of illegal drug use; (4) shield America's air, land, and sea frontiers from the drug threat; and (5) break foreign and domestic drug sources of supply. "A Comprehensive Approach" broadens the initiative to include educational, law enforcement and community programs across the country. "Resources to Implement the Strategy" provides a statistical and graphical analysis of the funding allocated for the effort. The final section, "Consultation," indicates that the lines of communication will remain open among the government, its citizens, and their allies in the drug war. (MJP)

ED 406 312 SO 027 663

DESCRIPTORS- *College School Cooperation; Cooperative Programs; Educational Innovation; Elementary Secondary Education; Faculty Development; Higher Education; *Partnerships in Education; *Preservice Teacher Education; *Professional Development Schools; Program Development; Public Schools; Student Teaching; Teacher Education Programs; *Urban Education

IDENTIFIERS- East Chicago Public Schools IN; Gary Public Schools IN; Hammond Public Schools IN; Indiana University Northwest; *Urban Teacher Education Program IN

The Urban Teacher Education Program (UTEP) is a project of Indiana University Northwest (IUN) and three urban school districts (Gary, East Chicago, and Hammond, Indiana) to develop novice teachers, continue professional development among experienced professionals, and provide a forum for research on teacher education. Following discussion of the cultural differences in universities and schools, sections of the report focus on: governance of the collaborative; recruitment of students; development of Professional Development Schools (PDSs) called Professional Development Centers (PDCs) in this collaborative; cost factors; and continuing efforts to institutionalize UTEP. This collaborative has provided new teachers with expertise in urban education, in developing a collaborative environment, and in finding better ways to communicate and to understand others in spite of educational, cultural, ethnic, gender, and class differences. Most university professors and teachers who have been working in UTEP have found PDCs to be potentially better places to prepare new teachers. The report concludes with four recommendations: (1) redirect the focus of UTEP to be more school-centered; (2) create an atmosphere of mutual respect, trust, and ownership among all partners; (3) design a governance structure that is broad based; and (4) use creative means to finance the program. Nine appendices include survey and program data, a model and program descriptions, budget, agreements, and staff recommendations. (Contains 65 references.) (ND)

ED 406 332 SP 037 207

Heywood, John

On the Value of Replicating Forgotten Research on the Teaching of Concepts during Graduate Student Teaching Practice.

PUB DATE- Feb 97

NOTE- 28p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Washington, DC, February 1997).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Research; *Concept Teaching; Foreign Countries; Graduate Students; Higher Education; Lesson Plans; Preservice Teacher Education; Secondary Education; Student Teachers; *Student Teaching; Teaching Methods; *Theory Practice Relationship

IDENTIFIERS- Ireland; *Research Teaching Relationship; *Teacher Researchers

This paper reports on a model in which graduate students were encouraged to regard their classrooms as laboratories to replicate earlier research on the use of examples in teaching concepts. The De Cecco and Crawford (1974) concept teaching model, which requires teachers to define the attributes and values of concepts and to reduce the number of attributes to be learned in complex concepts, is examined, illustrated with examples from student reports. On completion of the lesson, characteristics traditionally associated with professions and professionals and teachers' commitment to their teaching careers. The report focuses on the following professional characteristics: (1) credentials--use of professional criteria for hiring teaching job candidates; (2) induction--provision of mentoring programs for beginning teachers and the effectiveness of assistance provided to new teachers; (3) professional development--extent of participation in activities sponsored by professional teaching organizations, and financial support; (4) authority--faculty influence over school policymaking and the degree of teachers' individual autonomy within their classrooms; and (5) compensation--the highest salary levels offered by schools. The data source was the 1990-91 Schools and Staffing Survey (SASS). Data analysis revealed that four characteristics in particular were associated with commitment: teacher classroom autonomy, faculty policymaking influence, effectiveness of assistance for new teachers, and teachers' maximum end-of-career salaries. In contrast, several traditional indicators of teacher professionalization were not associated with higher teacher commitment: use of professional criteria for hiring teaching job candidates, financial support for teachers' continuing education, and participation in activities sponsored by professional teaching organizations. The appendix lists additional resources on SASS. (Contains approximately 50 references.) (ND)

ED 406 350 SP 037 241

Devlin-Scherer, Wade; And Others
The Effects on Student Learning of Transforming Professional Development Schools To Focus on National Content Standards.
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; College School Cooperation; Elementary Education; Elementary School Mathematics; Higher Education; Matched Groups; *Mathematics Achievement; *Mathematics Instruction; *Problem Solving; *Professional Development Schools; Program Improvement; Standardized Tests; Tables (Data); Test Results; Urban Schools
IDENTIFIERS- *Central Connecticut State University; *Hartford Public Schools CT; Reform Efforts

The School of Education and Professional Studies at Central Connecticut State University was funded to improve student achievement through school-based reform and to enhance the preparation of teachers who work in urban schools. The vehicle for enacting these goals was the creation of professional development schools near the university. One elementary school's first year (1995-96) implementation of its mathematics reform action research project is the focus of this study. The school is part of an urban school district with a 64 percent minority population. A matched pairs strategy was employed to allow for year-to-year control group comparisons and to provide for longitudinal follow-up. Teachers engaged in various types of professional development programs prior to the program. During the first year of implementation, students in grade four successfully learned the seven selected problem solving strategies. However, the Stanford Achievement Test results for grade four treatment students did not yield more positive

19 references.) (ND)

ED 406 369 SP 037 262

Johns, Kenneth M; Espinoza, Connie
Management Strategies for Culturally Diverse Classrooms. Fastback 396.
PUB DATE- 96
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Techniques; *Cultural Differences; Cultural Pluralism; Culture; *Discipline; Elementary Secondary Education; *Multicultural Education; *Parent Participation; *Parent School Relationship; Teaching Skills

What teachers consider to be "discipline problems" are determined by their own culture, and filtered through personal values and teaching styles. Therefore, to manage diverse classrooms effectively, it is essential for teachers to understand what constitutes good classroom discipline within the context of cultural diversity. The first section of the fastback discusses three major components of classroom discipline: (1) preventive strategies, such as knowledge of cultural differences, child development, materials and subject matter, and interpersonal relations and planning skills; (2) intervention strategies, such as rules, expectations, and punishments and rewards; and (3) strategies to use when a classroom rule does not cover the situation, such as in "saving face" situations that are important in Asian cultures. Then, how teachers and administrators can improve the discipline environment of their schools is examined from a traditional "American" perspective and from a multicultural perspective. Finally, how teachers and parents can improve communication and work as partners in the education of culturally and linguistically different children is explored. (Contains 10 references.) (ND)

ED 406 370 SP 037 263

Gilstrap, Robert L.; Beattie, Kathleen
The Multiple Roles of Clinical Faculty. Fastback 397.
PUB DATE- 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Clinical Supervision (of Teachers); College School Cooperation; Elementary Secondary Education; Higher Education; *Partnerships in Education; Preservice Teacher Education; Professional Development Schools; Public School Teachers; *Teacher Education Programs; *Teacher Educators; *Teacher Role
IDENTIFIERS- *George Mason University VA; *Holmes Group

The concept of clinical faculty has been used in the first two reports of the Holmes Group, a consortium of more than 100 leading research universities. These reports have provided teachers and teacher educators with a rationale and a vision of the role of clinical faculty in a professional development school that also might be applied to any school where elementary and secondary teachers are working with teacher educators in preparing future teachers. This fastback focuses on the various roles of the clinical faculty and how teachers are being prepared to assume these roles at George Mason University (GMU) (Virginia) and at other Holmes Group

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Bilingual Students; Grade 6; Grade 8; Grade 10; Intermediate Grades; *Language Arts; Language Proficiency; *Mathematics; National Competency Tests; Performance; Scores; Secondary Education; *Standardized Tests; Standards; Test Construction; *Test Results
IDENTIFIERS- *Federated States of Micronesia

The development of national minimum educational standards for the Federated States of Micronesia (FSM) began in 1988 with the deliberations of a national task force that created performance expectations in a number of subjects. In 1988 the development of nationally standardized tests reflecting these standards began. This document presents the 1995 results from tests in language arts and mathematics for grades 6, 8, and 10. All the tests in the series are based on a criterion-referenced test development process. The total samples from the 4 states of Chuuk, Kosrae, Pohnpei, and Yap were: (1) grade 6 language arts, 673; (2) grade 8 language arts, 621; (3) grade 10 language arts, 263; (4) grade 6 mathematics, 656; (5) grade 8 mathematics, 601; and (6) grade 10 mathematics, 257. In the English language arts content area, an average of 49-61% of the FSM students answered items correctly at all 3 grades. Scores from Chuuk were somewhat lower for sixth graders, and Chuuk did not test its eighth graders. In all four states, English listening comprehension was the language arts area with the greatest success. In mathematics, an average of 37-49% of FSM students answered items correctly at all 3 grades. The greatest success in mathematics was in the area of basic arithmetic operations. These results can be used to improve education throughout the FSM. It is recommended that guidelines be developed to help families understand the relationship of family language practices to academic language development. Parents should feel sure that using their indigenous language at home is a positive contribution to school development and they should understand the positive contributions of billingualism. An appendix contains the test administration manual. (Contains 15 tables and 3 references.) (SLD)

ED 406 390 TM 026 022

Reichenberger, Marcella
A Research Study To Determine the Effects of PSAT Verbal Skills Training on Secondary Students.
PUB DATE- Mar 96
NOTE- 80p.; Master's Research Paper, University of Phoenix.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Correlation; English; Grades (Scholastic); High Schools; *High School Students; Pretests Posttests; *Skill Development; Standardized Tests; *Student Attitudes; Teaching Methods; Test Results; *Training; *Verbal Ability; Verbal Tests
IDENTIFIERS- Phoenix Union High District AZ; *Preliminary Scholastic Aptitude Test

The primary focus of this experiment was to determine the effects of verbal skill training for the Preliminary Scholastic Aptitude Test (PSAT) on secondary school students. The other concern was whether there was a correlation between class grades and PSAT scores. Finally, there was a determination as to whether there were any attitude changes about standardized testing after the intervention. The study sample was from two teaching portfolios. Contains 36 references. (HAA)

ED 405 936 JC 970 258

Luan, Jing
Cabrillo Students' Campus Climate Survey, Spring 1995.
PUB DATE- Aug 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Educational Environment; Educational Quality; *Organizational Climate; Participant Satisfaction; Questionnaires; School Effectiveness; School Surveys; *Social Discrimination; *Student Attitudes; *Student Characteristics; *Student Personnel Services; Two Year Colleges; Two Year College Students
IDENTIFIERS- Cabrillo College CA

In 1995, Cabrillo College, in California, conducted a survey of currently enrolled students to determine their perceptions of instruction, the availability of classes, student services, and the general climate of the college. Of the 1,750 students surveyed, 870 surveys were returned, with 830 of these analyzed for the study. Results included the following: (1) the average age of the respondents was 26, while 47% listed transferring as their reason for attending; (2) while only 33% reported holding professional jobs when they entered the college, 70% indicated that they desired to hold professional jobs after graduating; (3) 85.5% indicated that they had had no problem getting the classes that they wanted; (4) 9% were disabled, 53% of whom had a learning disability; (5) 38.8% reported being discriminated against at least once at the college because of their race, gender, age, or disability; (6) high ratings were given to instructors' skill levels and level of preparedness in the classroom; and (7) 10 of 19 student services rated by the students were found to be in need of improvement. Data tables summarizing responses related to student characteristics, perceptions of the availability of classes, favorite activities, reasons for attending, main sources of information on the college, and experiences with discrimination are included. English and Spanish versions of the survey instrument are appended. (HAA)

southern culture. (KDFB)

ED 405 955 PS 025 022

Montana Kids Count 1996 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 344p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Births to Single Women; Child Abuse; Child Health; Child Neglect; *Children; Early Parenthood; Elementary Secondary Education; Infant Mortality; Poverty; Prenatal Care; *Social Indicators; Substance Abuse; Tables (Data); *Well Being; Youth Problems
IDENTIFIERS- *Indicators; *Montana

This 1996 KIDS COUNT data book presents comparative data on child well-being for each county in Montana and for the state as a whole. Data in the county profiles, which comprise the bulk of the report, are grouped into: background facts (demographic, mental health, education, security, and income support information); charts showing changes in population, per capita income, and public school enrollment; a High Risk Family Formation Index (or percent of births to high-risk mothers); and a county indicator grid containing 14 indicators. For each county, data for 1996 (or the latest available period) are compared with those for 1990 and for the state as a whole in 1996 (or the latest available period). Indicators are: (1) percent low birth weight; (2) infant mortality rate; (3) percent entering prenatal care in the first trimester; (4) average number of prenatal visits; (5) average cost of Medicaid pregnancy services; (6) percent Title 1 remedial education; (7) percent special education; (8) student/teacher ratio; (9) percent Medicaid births; (10) percent of children age 0 to 21 eligible to receive Medicaid; (11) those accessing Medicaid services; (12) percent of children eligible to receive free and reduced meals; (13) number of youths under age 20 admitted to alcohol and drug treatment programs; and (14) percent of births to single teens. The report also presents statewide information in five areas: health, economic well-being, security, social behavior, and education, as well as a new section, "What's New," presenting data in 13 previously unreported areas such as DARE, Head Start, and dental screening. (EAJ)

ED 405 974 PS 025 136

McGhee, Marilyn, Ed.
Child Care Bulletin, 1996.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 96
NOTE- 73p.; For 1995 Bulletin, see ED 390 581.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- American Indians; Child Caregivers; Child Development; *Child Health; *Child Rearing; *Day Care; Disabilities; Early Parenthood; Educational Quality; Elementary Education; Financial Support; Inclusive Schools; Infants; Preschool Education; Toddlers
IDENTIFIERS- *Administration for Children and Families; Child Care and Development Block Grants; Day Care Quality; *Family Support; Project Head Start

This document consists of six issues of the Child Care Bulletin, a bimonthly publication of the National Child Care Information Center. The January-February issue focuses on infants and toddlers in child care. Topics discussed include caring for infants with special needs, designing quality group care environments, Early Head Start programs, and school-based care for children of teen parents. The March-April issue focuses on family child care. Topics discussed include the "There's No Place Like Home" training program, Army family child care, and corporate support for family child care networks. The May-June issue focuses on using technology to serve children and families. Topics discussed include accessing information on the Internet, the national Child Care Information Center, distance learning, and advice for administrators. The July-August issue focuses on child care financing. Topics discussed include state-based approaches to financing, business involvement in financing, and developing inclusive programs for children with disabilities. The September-October issue focuses on child care research. Topics discussed include policy and research collaboration initiatives and planning cohesive child care systems. The November-December issue focuses on child care in Native American and Alaska Native communities. Topics discussed include the impact of the Child Care and Development Fund, promoting tribal and state coordination, and planning for facility development. Each issue describes several child care program initiatives and presents organization resources and publications pertinent to child care. (JW)

explores both the historical and the changing role of fathers in the development of their children. Chapter 2 explores the role of the father in the separation-individuation process of the adolescent, while chapter 3 deals more specifically with the role fathers play in the attainment of developmental tasks. Chapters 4 and 5 address the distinctive nature of the relationships that fathers share with their maturing sons and daughters. Paternal attitudes toward their male and female children are integrated with broader perceptions of sons and daughters and evident in historical and cultural contexts. Chapter 6 discusses the relationships of custodial and non-custodial fathers with their adolescents, emphasizing the potential risk of a too-close or too-distant father. Chapters 7 addresses the issues of stepfathers and their adolescent stepchildren. The remaining chapters explore relationships under non-optimal conditions. Chapter 8 discusses the conditions of fathers whose adolescents are chronically ill. Chapter 9 focuses on the role of fathers in adolescent psychopathology, while chapter 10 deals with both the aggression of fathers toward their children and the role of fathers in the development of their children's aggressive behavior. Chapter 11 deals more specifically with the dynamics related to father-daughter and father-son incest and the long-standing effects of incest on subsequent development. The concluding chapter discusses the psychological and family-systemic reasons why fathers' parenting behavior continues to be different from that of mothers. Overall the book notes that fathers interact in ways that are different from those of mothers, but that are important for both normal and disturbed adolescent development. Contains a 452-item bibliography. (HTH)

Attitudes; *Parent Child Relationship; Parent Influence; Peer Relationship; *Play; *Toddlers
IDENTIFIERS- *Play Style

This study examined individual differences in parent-child play styles and their links with children's play behavior with peers. Mothers and fathers were videotaped playing with their toddler in toy play and physical play, and completed a project-designed questionnaire on their beliefs about child development. Children were observed separately in a free-play session with peers. Parental play behavior was classified using three general codes of Director (controlling and directing), Facilitator (child-centered and facilitative), and Co-player (joint or co-constructed play). The child's enjoyment of the parent-child play was also coded. During the free-play session, ratings were made of social and play behaviors such as sociability, cheerfulness, negativity to peers, pretend play, and turn taking. Findings indicated that the facilitator style was used most often in toy play and the director style was used most often in physical play. A profile of the specific behaviors associated with the director and the facilitator style was identified. Links were noted between parental play styles and children's play behaviors with parents and with peers. The facilitator style was associated with children displaying more "fun" in play with peers. (Contains 21 references.) (Author)

for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Discourse Analysis; *Mothers; *Parent Child Relationship; Pilot Projects; Reading Aloud to Others; *Story Reading; *Toddlers; *Vocabulary Development
IDENTIFIERS- Decontextualization; Topic Control

This pilot study examined, from a dynamic systems perspective, changes in maternal/child discourse behaviors across repeated readings of a storybook. Four Caucasian children (2 boys, 2 girls), ranging in age from 2 years 7 months to 2 years 10 months, were videotaped reading unfamiliar storybooks with their mothers. The videotapes were transcribed, and maternal and child behaviors were coded on several dimensions. Maternal behaviors were topic control, turn control (control of mother and child taking turns reading), and use of decontextualized language. Child discourse behaviors were topic control, turn control, lexical diversity, and decontextualized language. After 10 successive readings of the storybook, another videotape of the children reading the now familiar storybook with their mothers was made, and interactions were coded and analyzed for changes. A time frame of 3 weeks was used to control for developmental changes in child language abilities as alternative explanations for changes in child behavior. Analysis of group differences showed that mothers tended to initiate fewer extra-textual discussions with the familiar book than with the unfamiliar book, while their children concurrently initiated significantly more discussions with the familiar storybook than with the unfamiliar storybook. Three of the children assumed a more equal share of the conversation when sharing the familiar book versus the unfamiliar book. Children's lexical diversity increased significantly over the 3 weeks. In terms of individual differences, mothers varied widely on their use of decontextualized language to scaffold interactions during reading. Results were consistent with a dynamic systems perspective in which the child's competencies, the adult's scaffolding efforts, and the demands of the specific task are dynamically assembled through interactions in the context of storybook reading. (Author/KDFB)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- After School Centers; After School Programs; Child Caregivers; *Children; Elementary Education; *Interpersonal Competence; *School Age Day Care; Staff Development; Teaching Methods
IDENTIFIERS- Before School Programs

Based on the assumption that the school-age caregiver can effectively facilitate children's development, this monograph for staff development examines reasons for teaching children social skills and presents a step-by-step method to do so. Seven skills are considered paramount: community-building, control, confidence, curiosity, coping, communication, and conflict resolution. The guide takes the position that it is necessary to teach social skills because of the lack of traditional mechanisms that once facilitated these skills, such as the extended family, and that social skills may be linked to enhanced social competence, self-esteem, prosocial behavior, and a higher quality of life. The guide asserts that child care programs are an ideal location to teach social skills because they provide a multi-aged, grouped, relatively unstructured time. According to the guide, social skills may be taught formally or informally. The components of formal instruction are to: (1) evaluate the need for teaching, (2) research the curricula available; (3) teach social skills with several methods and facilitate transfer and generalization; and (4) follow through with reinforcement over time. Informal teaching can reinforce the social skills learned through formal means. In addition, a number of individual social skills may be trained, including communication, conflict resolution, and coping. Includes a worksheet to evaluate social skills. Contains 20 references. (KDFB)

IDENTIFIERS- Welfare Reform

Current welfare reform efforts are based on the assumption that limiting government support will promote personal responsibility, driving welfare recipients to obtain additional education and training in order to meet employment targets. But is education and training--human capital--the answer to poverty and welfare dependency, especially in rural areas? The position is taken that the fundamental problem resides in low wages and inadequate employment opportunities found in rural America, especially among young adults, minorities, women, and the least educated. Rural poverty results from shortages of good jobs rather than shortages of good workers. This paper presents 13 data tables and figures in support of this position. Tables present poverty rates by education level and race, 1991; metropolitan and nonmetropolitan educational attainment, 1971-91; percentage of low earners in rural and urban labor force by educational attainment, 1979 and 1987; metro and nonmetro dropouts by race/ethnic group, 1981-91; and Scholastic Aptitude Test scores by rural-urban location, 1988-1989. Bar graphs and other figures depict crude and adjusted poverty rates among nonmetro children in female-headed and married-couple families, 1960-90; literacy scores for metro and nonmetro adults; nonmetro net migration by education; formal job training programs for metro and nonmetro workers; amounts of education and experience attained and required for nonmetro jobs; and rates of adequate employment by education in major nonmetro industries. "At each level of employment within a particular industrial category, women are underutilized with respect to their education." (SV)

States and traveling to Austria to compete in international competition. Of the 104 athletes, 54 were male, 50 female, with a mean age of 22 and a mean IQ of 59. Three different studies were used in this research. One showed that, relative to age and IQ, length of time in Special Olympics was the most powerful predictor of social competence. A second study found that Special Olympics athletes had higher social competence scores than a non-Special Olympics group, and a third study found higher scores in competence at the 4-month follow-up after the World Games. This research was replicated in six countries attending the 1995 Special Olympic games. Study findings strongly support the conclusion that Special Olympics is successful in helping individuals with mental retardation deal with their own lives. Research into the impact of Special Olympics on adolescent volunteers found that both Special Olympics participants and their volunteer partners showed strong positive changes in their attitudes toward each other. Another study of a program that provided free dental checkups to Special Olympics athletes found positive changes in the attitudes of dentistry professionals toward individuals with mental retardation. (TD)

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Thinking; Elementary Secondary Education; Higher Education; Practicums; *Practicum Supervision; *Preservice Teacher Education; Pretests Posttests; *Reflective Teaching; *Self Evaluation (Individuals); Student Teacher Supervisors; *Student Teaching; Supervisory Methods; *Teacher Improvement; Teacher Student Relationship
IDENTIFIERS- Preservice Teachers; *Reflection Process; West Virginia

This paper reports on a strategy for encouraging preservice teachers to use reflective techniques when developing lesson plans. A focus on reflective practice incorporates and integrates the minimal teaching competencies required by West Virginia State Teacher Certification. Practicum students must provide evidence demonstrating at least minimal competency on each designated indicator. Seven practicum students completed a reflective teaching pretest and posttest; participated in structured reflective dialogues with their supervisor; completed weekly reflection forms; and videotaped two episodes of instructional, assessment, or consultative activities. In addition, each practicum student completed a personal/professional development plan that identified teaching strengths and weaknesses and addressed the impact of their personal/professional philosophy on student learning. The practicum supervisor observed planned and transitional activities implemented by practicum students and reviewed daily class outlines, lesson plans, reflections, and videotapes. Analysis of pre- and posttest data indicated that only one statement related to seeking collaborative problem-solving strategies showed significant improvement. Analysis of structured reflective dialogues revealed that the majority of practicum students could specify what learning was being promoted and what targeted learning was taking place, but most had difficulties identifying incidental learning among students. Analysis of practicum students' journals over 12 weeks revealed no overall significant changes. Suggestions to practicum supervisors are concerned with the supervisor-supervisee relationship and the supervisory role in supporting reflective practice. Contains references and suggested readings. (LP)

ED 406 133 SE 055 027

Access: A Directory of Contacts, Environmental Data Bases, and Scientific Infrastructure on 175 Biosphere Reserves in 32 Countries.
PUB DATE- Jul 93
NOTE- 340p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Databases; *Directories; Elementary Secondary Education; *Environmental Education; International Programs; *Research Projects
IDENTIFIERS- *Biosphere Reserves

Following the EuroMAB meeting in Strasbourg, France (September 1991) and on an initiative of the Man and the Biosphere National Committee of the United States, a decision was made to create a research network from information available in biosphere reserves in 30 European countries, Canada and the United States. This Directory of EuroMAB Biosphere Reserves summarizes information on 175 biosphere reserves in these 32 counties. Its purpose is to direct the reader to sources of data and other information on the ongoing scientific activities in these biosphere reserves. The text of the directory is organized alphabetically by country and provides information on national contacts for biosphere reserves, names of the biosphere reserves, administrative units, administering entities, locations in latitude and longitude coordinates, area in hectares of the administrative units, biome and biogeographical provinces, years designated as a biosphere reserve, administrative officers and telephone numbers, and principal monitoring and research themes. A large tabular summary of the scientific databases, research topics, and available site support for research in EuroMAB biosphere reserves follows the directory text. For each country, a biosphere location map indicates the general location of the biosphere reserve. (LZ)

PUB DATE- 22 Mar 97
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 22, 1997). For related documents, see SE 059 817-818.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Science; Methods Research; Program Evaluation; Public Schools; Questionnaires; *Research Design; Sampling; *Science Instruction; Teacher Attitudes; Teaching Methods; Telephone Surveys
IDENTIFIERS- *Texas

The Texas Poll of Elementary School Teachers was a statewide telephone survey designed to accurately describe the current science teaching practices in Texas public elementary schools, and the extent to which these elementary teachers feel prepared for the task. This paper focused on the survey sampling procedures and questionnaire design used in the statewide poll. Two hundred public elementary school teachers from forty Texas elementary schools were randomly selected to participate in the poll. The survey sampling method was a probability proportionate to size sampling design implemented to ensure that every elementary school teacher in Texas had an equal chance of being selected. The specification plan for questionnaire design followed the question-generating strategy established by the annual Gallup Poll of Education. Accordingly, two- and four-year college and university faculty, public school curriculum specialists, educational service center specialists, and master teachers were designated to develop questionnaire items that accurately represented current science teaching practices and preparation of Texas public elementary school teachers. Questionnaire items were pilot-tested with a group of elementary teachers representative of the target population to ensure appropriate question construction, ordering, and accuracy. (Author) legislative houses, international institutions, businesses, and academia and included U.S. Representative Karan English and Madeleine May Kunin, Deputy Secretary of the U.S. Department of Education. The proceedings are divided into five major areas. General session presentations, which include both keynote and featured speakers, include topics on environmental education legislation, reform, and perspectives on the Tennessee River and the Ukraine. Conference workshops include businesses in partnership in education, developing teacher training programs, student assessment, and ecological economics. Symposia cover such topics as wildlife, environmental education advocacy, role of government, adult education, multimedia, sustainable development, and environmental education research. Conference papers were grouped into six related strands: (1) "Educating about Environmental Issues and Policies"; (2) "Curriculum and Teaching Strategies"; (3) "Nonformal Programs"; (4) "International Education Programs"; (5) "From Research To Application in Environmental Education; and (6) "Promoting Environmental Education Programs." Contains a total of 132 conference papers. (PVD)

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperation; Educational Resources; Elementary Secondary Education; *Interdisciplinary Approach; Learning Activities; *Mathematics Education; *Problem Solving; *Student Projects; Thinking Skills

The United States Military Academy leads a consortium of 12 schools located throughout the country in an effort to improve educational culture through the enhancement of interdisciplinary cooperation and coordination. The primary activity of this program is the development and use of Interdisciplinary Lively Application Projects (ILAPs), the goals of which are to wed mathematics with the concepts and principles of partner disciplines, to promote curricular reorganization by focusing on student growth in problem solving, and to promote faculty growth through the development processes. This volume contains a considerable amount of classroom resource material in the form of project handouts that instructors can use for student homework assignments. These ILAPs are interdisciplinary and require students to use scientific and quantitative reasoning, mathematical modeling, symbolic manipulation skills, and questions involving one or more disciplines. Sample solutions, background material, instructor notes, and a student writing guide are included as needed for the projects. Several supporting articles that describe uses for these projects are also included. (JRH)

Procedures in Higher Education for Aviation" (Terence Foster); (3) "Maximizing Participation of Young Women in Aviation and How To Integrate Aviation Content into Classroom Setting" (Jacqueline Luedtke); (4) "Gender Issues in Aviation Education" (Rebecca Lutte); (5) "Do the Airlines Care about Our Children?" (Larry Carstenson) and (6) "Enhancements To Aerospace Education Provided through the Nebraska Space Grant Consortium" (Densel Acheson and Gail Scott). Contains 48 references. (DDR)

ED 406 220 SE 059 961

Labinger, Jay, Ed.
Conference of the Society for Literature and Science. Proceedings (Los Angeles, California, November 2-5, 1995).
PUB DATE- Nov 95
NOTE- 263p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Art; Artificial Intelligence; Biology; Cybernetics; Elementary Secondary Education; *Epistemology; Genetics; Higher Education; *Interdisciplinary Approach; Internet; Knowledge Representation; Literature; Metaphors; Physics; *Science and Society; Scientists; Sex Differences; Teaching Methods; Technology; World Wide Web
IDENTIFIERS- Georgia

The papers contained in this proceedings from the 1995 Society for Literature and Science Conference are organized into sections with the following themes: (1) Metaphor and Science; (2) The Technological Invasion of the Living Space; (3) Autobiographies and Biographies of Scientists; (4) Science and 19th Century Literature; (5) Visions of the Feminine Body; (6) The Human Genome Project; (7) Reproduction and Gender; (8) Science and the Romantic Sensorium; (9) The New Pedagogy; (10) Chaos and Complexity; (11) Theory; (12) The Cultures of Thermodynamics; (13) AIDS in Nonfiction and Film; (14) Science and Faith; (15) Responses to Darwin; (16) Medicine and Illness; (17) The Art of Reflective Science; (18) Internet Communities; (19) The Future of Literature and Science; (20) Narratives of Non Human Others; (21) Science and Society; (22) Knowledge and Power; (23) Popularizing Science; (24) Artificial Intelligence and Cybernetics; (25) The Old New Physics; (26) The Role of Anecdote in Science; and (27) Hypertext. (DDR)

DESCRIPTORS- Educational Strategies; Foreign Countries; Higher
Education; *Misconceptions; *Plants (Botany); *Preservice
Teacher Education; Questionnaires
IDENTIFIERS- Portugal

This paper reports on a study that investigated the alternative conceptions of students in a biology and geology teacher education course regarding plant nutrition. Data were collected from first year and final year students using a questionnaire that had both multiple choice and descriptive items. Findings indicate common features related to the alternative conceptions of the two groups of students such as their anthropomorphic nature, their observable characteristics, the tendency of those questioned to move from specific meanings to others, and their particular character. Tentative inferences about the possible origins of the alternative conceptions are also identified. Appendix includes the questionnaire. Contains 21 references. (JRH)

Elementary Secondary Education; Social Studies
IDENTIFIERS- *Bill of Rights; Congress; ERIC Digests; *United States Constitution

"We the People...The Citizen and the Constitution" is a national civic education program that aims to help elementary and secondary students understand the history and principles of constitutional government. The program focuses on the U.S. Constitution and Bill of Rights and fosters civic competence and responsibility among students in public and private schools. The "We the People..." curriculum, written in consultation with leading U.S. scholars and educators, was developed by the Center for Civic Education and is funded presently by the U.S. Department of Education through an act of Congress. Students demonstrate their mastery of the course content two ways: (1) in a written assessment, and (2) in a simulated congressional hearing in which the entire class participates. In the hearings, groups of three to six students serve as expert witnesses appearing before a panel of community members acting as congressional committee members. High school classes may participate in congressional district, state, and national-level competitions. The winning class from each state represents its state at the annual national finals held in Washington, D.C. Cited research studies validate the educational effects of the "We the People..." program. Information is provided about how to learn more about "We the People..." and how to obtain program materials. Contains 12 references. (LAP)

books. "Times of Pain" looks at history to learn lessons in humanity and includes: (1) "My Hiroshima" by Junko Morimoto; (2) "Rose Blanche" by Roberto Innocenti; (3) "Now Let Me Fly" by Dolores Johnson; and (4) "The Bracelet" by Yoshiko Uchida. "Times of Healing" observes the power of harmony, peace, and cooperation and includes: (1) "The Wall" by Eve Bunting; (2) "Smoky Night" by Eve Bunting; (3) "Sadako" by Eleanor Coerr; and (4) "Let the Celebrations Begin!" by Margaret Wild. "Elements of Cultural Identity" examines ways people experience culture and includes: (1) "O Canada" by Ted Harrison; (2) "This Land is My Land" by George Littlechild; (3) "Tree of Cranes" by Allen Say; and (4) "The Keeping Quilt" by Patricia Polacco. Contains suggested additional resources, a bibliography, and culminating activities for each section. (EH)

ED 406 289   SO 027 109

Elements and Principles of Design Posters. Teacher's Guide.
PUB DATE- 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; *Art Education; Creative Thinking; *Design; Elementary Secondary Education; *Graphic Arts; Problem Solving; Teaching Guides; *Visual Arts
IDENTIFIERS- *Posters

This book accompanies a poster series and allows the teacher to pre-plan a lesson or activity for students with the objectives shown for each element or principle of design to be presented. Along with a black-and-white reproduction of each poster, major concepts are discussed. Suggested student activities relating to a particular element or principle are included. Elements addressed include: (1) line; (2) shape; (3) form; (4) color; (5) value; (6) texture; and (7) space. Principles of design include: (1) balance; (2) movement; (3) rhythm; (4) contrast; (5) emphasis; (6) pattern; and (7) unity. A 19-item bibliography concludes the booklet. (EH)

Nolin, Mary Jo; And Others
Adult Civic Involvement in the United States. 1996 National Household Education Survey. E.D. TABS.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Citizen Participation; Citizen Role; *Citizenship Education; Citizenship Responsibility; Civics; Community Action; *Community Involvement; National Surveys; *Political Attitudes; Politics; Public Affairs Education; Public Opinion; *Reading Habits; Social Action; Social Attitudes; Social Responsibility; Tables (Data)
IDENTIFIERS- National Household Education Survey

This report presents data on the civic involvement of U.S. adults, including sources of information, community and political participation, and attitudes toward government and democratic principles. The data are from the 1996 National Household Education Survey, Adult Civic Involvement component. A brief summary of the data is included in the Highlights section. An overview of the survey methodology is profiled in Technical Notes. The majority of the information is expressed in statistical tables correlating participant characteristics (age, sex, education, household income) with responses to the phone survey questions. Regarding sources of information, adults were asked about their reading habits and activities. The survey revealed that the percentage of adults who read the national news in a newspaper or news magazine almost daily increased with each age category from 18 to 55 and older. Two five-item sets of questions about the government were included in the survey. An adult's highest level of education was related to their score on this knowledge index. The poll also collected information on community participation, defined as membership in an organization, attending religious services on a regular basis, or participating in community service. Voting and five other types of political participation were measured, as well as skills related to civic participation. In addition, adults were asked their opinion about statements related to political efficacy and democratic values. The survey also asked for opinions on four potential actions that might improve public education. (MJP) student teachers provided an immediate evaluation of how it affected them and what they perceived their students' responses to be. A week later they prepared a formal evaluation based on classroom data and on observations from additional readings describing alternative approaches to teaching concepts. Between 1984 and 1996, 1,111 reports were completed. While no two reports were the same, similar successes and difficulties were experienced. Topics covered include: (1) use of negative examples in learning; (2) selecting non-examples; (3) avoiding confusion; (4) effects of "noise" (information overload) on the teaching of concepts; and (5) problems in the selection of examples. Taken together, the reports and questionnaires indicate the value of the seven-stage lesson plan and affirm the results of the early research on the use of examples and non-examples in teaching concepts. (Contains 20 references.) (ND) results than for the matched pair control students, an outcome that can be explained in a variety of ways. It is concluded that professional development schools' action research projects should focus on interventions that have demonstrated prior success in student learning on standardized measures before the intervention is selected for adoption. Data tables are appended. (Contains 25 references.) (JLS)

ED 406 351 SP 037 242

Doan, Sheila; And Others
Try It--You'll Like It. Hot Tamale Motivational Strategies for Classroom Use.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Class Activities; *Classroom Techniques; *Creative Activities; High Schools; Learning Strategies; *Motivation Techniques; Proverbs; Teaching Methods

This booklet consists of approximately 50 motivational instructional strategies identified and used by educators in adult high schools. Strategies include the use of humor by teachers; an emphasis on student autonomy, responsibility, and collaboration; and self-analysis of work. Specific ideas include involving students in activities, making education relevant to students' life experiences, involving students in goal-setting, using group activities and enhancing self-esteem, positive role modeling by teachers, and having a variety of activities such as performing skits, creating in-class businesses, and using art work to inspire classroom discussion. The activities encourage students to bring their own contributions to the classroom. Most exercises are preceded by a proverb. (JLS)

universities. In the first section, the concept of clinical faculty is examined as understood in the first two Holmes Group reports, "Tomorrow's Teachers" and "Tomorrow's Schools." These roles include mentor, coach, communicator, counselor, supervisor, reflective practitioner, and collaborator. The procedures for selecting and training clinical faculty at GMU is described, including requirements, course description of the clinical faculty class, and mutual benefits for the university and public schools. Brief descriptions of training at seven other universities are included. (Contains 16 references.) (ND)

ED 406 371 SP 037 264

Cramer, Genny; And Others
Teacher Study Groups for Professional Development. Fastback 406.
PUB DATE- 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collegiality; Elementary Secondary Education; *Faculty Development; Group Discussion; Professional Development; *Self Actualization; *Teacher Collaboration; *Teacher Improvement
IDENTIFIERS- *Study Groups

A teacher study group is a collaborative group organized by teachers to help them strengthen their professional development in areas of common interest. Groups provide an important structure for gaining autonomy and a major means for growing professionally while building communities of learners and providing avenues for self-actualization. This fastback looks at the foundations of the teacher study group concept, then explores four basic processes for developing effective teacher study groups. These processes are: (1) determining needs and purposes; (2) defining the group; (3) setting meeting procedures; and (4) documenting processes and outcomes. Suggestions for maintaining the momentum of study groups are provided, along with a summary of the four-stage cycle of the teacher group study process: goal identification, exploration, synthesis and application, and evaluation. Types of teacher study groups include: collaborative learning groups, administrators' study groups, computer-connected groups, teacher-initiated student study groups, and teacher study groups outside the school setting. Benefits of these groups as well as cautions and considerations are outlined. (Contains 22 references.) (ND)

sophomore English classes at Carl Hayden High School in Phoenix (Arizona). There were 24 students in the experimental group and in the control group. The research instrument used for the pretest and posttest was a retired PSAT. The paired t-test resulted in a rejection of the primary null hypothesis, that PSAT verbal skills training would have no effect on students' test scores. Correlations between grades and PSAT scores were moderate to small, but none were significant at the 0.05 level. The last analysis was a paired t-test to see if attitudes changed. Results for both control and experimental groups show a level of significance 0.3558 larger than the 0.05 confidence level, supporting the null hypothesis. This study provides evidence that supports recommending PSAT verbal skills training to English teachers and school administrators. Four appendixes present the research proposal, instruments used in the study, and references. (Contains 7 graphs and 30 references.) (Author/SLD)

ED 406 391 TM 026 251

Yecke, Cheri Pierson
Virginia Education Report Card: A Report on the Status of Public Education in Virginia and What Works.
PUB DATE- 96
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Educational Change; Educational History; *Educational Quality; Educational Trends; *Elementary Secondary Education; *Evaluation Methods; Instructional Effectiveness; National Norms; *Public Schools; Research Methodology; Research Needs; Teaching Methods; Trend Analysis
IDENTIFIERS- Reform Efforts; *Virginia

Educators in Virginia have been working hard to improve student performance. Their efforts are highlighted in this report, which notes trends and common practices in schools that have consistently demonstrated high achievement and in schools that have shown remarkable improvement in recent years. The first section of the report presents a historical perspective on education in the United States that includes a discussion of failed education reforms of the past. The second section assesses educational achievement in Virginia in comparison with national averages. A section titled "The Virginia Honor Role" highlights public school divisions that have outperformed others in the "top performers" category of consistent achievement and the "rising stars" category of recent improvement. The "Analysis and Recommendations" section discusses a number of current issues in education, such as instructional grouping, instructional techniques, and school choice. Other sections suggest topics for future research and describe the methodology used in this study of Virginia schools. A blank report card for evaluating the reader's own school division is provided. The first four appendixes contain data on the high achieving school divisions identified in this study. The latter five appendixes contain the data required to fill in the blank report card for the individual school division. (Contains 16 tables, 4 graphs, and 38 appendix tables.) (SLD)

ED 406 392 TM 026 255

North Carolina End-of-Course Tests: Algebra I; Biology; Economic, Legal, and Political Systems; English I; U.S. History. Technical Report No. 1.
PUB DATE- Sep 96
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; *Algebra; *Biology; Citizenship Education; *Civics; *English; High Schools; Law Related Education; Psychometrics; Scaling; Scores; State Programs; *Test Construction; Testing Programs; Test Items; Test Reliability; Test Results; Test Use; Test Validity; United States History
IDENTIFIERS- Exit Examinations; *North Carolina End of Course Testing Program

The North Carolina End-of-Course Testing Program is based on the

ED 406 411 TM 026 315

Missouri Mastery and Achievement Tests, Summary Report 1996.
PUB DATE- 27 Aug 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Civics; *Educational Trends; Elementary Secondary Education; Grade 3; Grade 6; Grade 8; Grade 10; Language Arts; *Mastery Tests; Mathematics; Reading; Sciences; Scores; Social Studies; State Legislation; *State Programs; Testing Programs; *Test Results; Trend Analysis
IDENTIFIERS- *Missouri Mastery and Achievement Tests

The Missouri Mastery and Achievement Tests (MMAT) were developed as a result of the Excellence in Education Act of 1985, which required the state department of education to identify core competencies and key skills in reading/language arts, mathematics, science, and social studies/civics and to test a sample of students annually. State-level data on these tests is currently reported for grades 3, 6, 8, and 10. Approximately 50,000 students for each grade take these tests in grades 3 and 6, and about 5,000 students for each grade (approximately 10% of Missouri students) take the MMAT for grades 8 and 10. Spring MMAT results indicate that student achievement has leveled off in recent years, with students showing little or no improvement across most grade levels or subject areas since the implementation of the revised tests in 1991 and 1992. In relation to the initial testing in 1987, scores are up, suggesting that the tests have had positive impact on achievement. The 1996 MMAt results are somewhat encouraging in that they reflect improvement over 1987, but they reflect little recent change. (Contains 20 tables.) (SLD)

ED 406 412 TM 026 316

Ellickson, Phyllis L.
Getting and Keeping Schools and Kids for Evaluation Studies.
PUB DATE- 96
NOTE- 20p.; Reprinted from the "Journal of Community Psychology," CSAP Special Issue, 1994, p102-16.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; Adolescents; *Attrition (Research Studies); Children; Community Programs; Confidentiality; Control Groups; Data Collection; Drug Abuse; Elementary Secondary Education; Evaluation Methods; *Experimental Groups; Parent Attitudes; Prevention; *Program Evaluation; Research Design; Research Problems; Sampling

Recruiting schools and kids to participate in drug prevention evaluations is no longer, if it ever was, a "done deal." Since the mid-1980s, schools have been inundated with requirements for drug programs and requests to cooperate with program evaluations. As a consequence, both treatment and control schools are harder to find. In addition, many school administrators feel that their students have been "overstudied" and parents often look askance at questionnaires that seek information on sensitive topics such as drug use. Even if evaluators successfully pass the "recruitment barrier," additional problems such as the loss of schools or study participants over time may threaten the study's integrity. This

ED 406 430 TM 026 395

Brown, Robert S.
The Grade 1 Cohort of 1981: Tracking Outcomes, 1981-1995. No. 221.
PUB DATE- Dec 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Accountability; Cohort Analysis; Dropouts; *Elementary Secondary Education; Foreign Countries; *Graduation; Outcomes of Education; School Holding Power; *Student Attrition; Student Mobility; *Transfer Students; Transient Children; Urban Schools
IDENTIFIERS- *Toronto Board of Education ON

Using retrieved historical data, the Toronto Board of Education's Research and Assessment Department undertook to examine long-term tracking outcomes of the 1981 cohort of Grade 1 students. These 4,195 students, who had entered the Toronto (Canada) schools in 1981, were followed for over 14 years. Students who followed the traditional schedule of entering an elementary school and progressing through its associated high school did quite well in that only 12% dropped out. However, these students accounted for only 15% of the total grade 1 cohort. Two-thirds of the grade 1 cohort transferred out of the Toronto schools while still in elementary school. This attrition seems to be shared by all Toronto schools. However, 9% of the total cohort re-entered the Toronto schools through enrolling in secondary school at some point. Most came back from another Ontario school district. These were the most at-risk students, with more dropping out (43%) than graduating (36%). In case 1981 was an atypical year, the cohort of 1987 was also studied. Somewhat less attrition was apparent, but fewer than half remained in the Toronto schools to make the transition to grade 9. Results indicate that nonlinear movement appears to be the experience of most students in the Toronto Board at some point. Student mobility, closely related to issues of accountability, is of great interest to the School Board. (Contains six tables, one figure, and six references.) (SLD)

ED 406 431 TM 026 398

Latkovich, Sharon A.
An Empirical Test of the Construct Validity of the Child Behavior Checklist.
PUB DATE- 5 Oct 96
NOTE- 35p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; *Behavior Problems; *Blacks; *Children; *Construct Validity; Diagnostic Tests; Evaluation Methods; Evaluation Utilization; Factor Analysis; Factor Structure; Interpersonal Competence; *Scores; Test Results; Whites
IDENTIFIERS- African Americans; *Child Behavior Checklist

The Child Behavior Checklist (CBCL) is used to assess the behavioral problems and social competencies of children. Its broad usage in both practitioner and research contexts has led

ED 406 450 TM 026 432

Laija, Wilda
Conducting ANOVA Trend Analyses Using Polynomial Contrasts.
PUB DATE- 24 Jan 97
NOTE- 57p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; *Comparative Analysis; *Trend Analysis
IDENTIFIERS- Linear Models; *Polynomial Regression Models; Statistical Package for the Social Sciences

When analysis of variance (ANOVA) or linear regression is used, results may only indicate statistical significance. This statistical significance tells the researcher very little about the data being analyzed. Additional analyses need to be used to extract all the possible information obtained from a study. While a priori and post hoc comparisons can be done with qualitative data, trend analysis is most often recommended for studies with quantitative variables with fixed intervals or effects. This paper illustrates the use of trend analysis using ANOVA and multiple regression using heuristic examples. Limitations to trend analyses are also discussed. While trend analyses can be hand calculated for simple one-way ANOVAs, it is easier and more efficient to use statistical programs such as the Statistical Package for the Social Sciences (SPSS) for more complex designs such as factorials. Three appendixes illustrate trend analysis using ANOVA, regression, and multiple analysis of variance in the SPSS. (Contains 2 figures, 6 tables, and 25 references.) (Author/SLD)

ED 406 451 TM 026 605

Geddes, Claire
Mini-Digest of Education Statistics, 1996.
PUB DATE- Feb 97
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; College Faculty; *Educational Finance; Educational Trends; *Elementary School Teachers; *Elementary Secondary Education; Enrollment; Enrollment Projections; *Higher Education; *Outcomes of Education; Private Schools; Public Schools; School Personnel; School Statistics; *Secondary School Teachers; Tables (Data); Teacher Characteristics
IDENTIFIERS- National Center for Education Statistics

This fourth edition of the "Mini-Digest of Education Statistics" provides a pocket-sized compilation of statistical information about American education from kindergarten through graduate school. The "Mini-Digest" is an easy reference for materials found in greater detail in the "Digest of Education Statistics," "The Condition of Education," and "Youth Indicators." Data come from many sources, both government and private, especially studies conducted by the National Center for Education Statistics. Education was the primary occupation

ED 406 468 UD 031 623

Zedlewski, Sheila; Giannarelli, Linda
Diversity among State Welfare Programs: Implications for Reform. New Federalism: Issues and Options for States, Series A, No. A-1.
PUB DATE- Jan 97
NOTE- 9p.; This series is a product of Assessing the New Federalism Project.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Block Grants; Change; *Employment; *Federal Legislation; Program Implementation; Resource Allocation; *State Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Impact Evaluation; Reform Efforts; *Temporary Assistance to Needy Families; *Welfare Reform

The welfare initiative signed into law in August 1996 replaces Aid to Families with Dependent Children (AFDC) with Temporary Assistance to Needy Families (TANF). The federal responsibility to match state expenditures on cash assistance to low-income families with children has become a fixed block grant to states with requirements that focus on a new emphasis on work rather than dependency. This brief depicts the diversity of state AFDC programs before passage of the new legislation as a guide to assessing the potential impact of TANF for different states. The higher the historic spending level of a state, the more generous TANF benefits will be and the more leeway the state will have. States that have already used waivers to make progress in replacing welfare with work will have less trouble meeting TANF's time limits and work requirements in the short term. States that have a relatively large share of child-only cases will find it easier to meet work participation requirements because these cases are excluded from work target calculations. The most important message of this review is that states with low current benefit levels will have the hardest time responding to the new legislation. In the initial implementation, states that have moved the farthest forward with replacing welfare with work will find reaching targets easier. Later, however, their early success will leave them with larger shares of hard-to-employ adults, making it harder to reach the TANF work participation requirements. (Contains one chart and three tables.) (SLD)

ED 406 469 UD 031 624

Chao, Lena M.; And Others
From Words to Weapons: The Violence Surrounding Our Schools.
PUB DATE- Mar 97
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asian Americans; Conflict Resolution; High Schools; *High School Students; Hispanic Americans; Racial Composition; Racial Differences; *School Safety; Sex Differences; *Student Attitudes; Student Surveys; Urban Problems; Urban Schools; *Urban Youth; *Violence
IDENTIFIERS- Latinos; *Los Angeles Unified School District CA; *Weapons

This report contains results of one of the largest research studies of its type ever conducted. For the study, 1,802

*Prevention; Punishment; *Social Influences; Urban Schools; *Urban Youth; Victims of Crime; *Violence; *Youth Problems

The Current Controversies series explores many social, political, and economic controversies, presenting the discussions in debate format. This volume focuses on youth violence. As youth violence escalates, concern grows over the safety of the neighborhoods, the victims of violence, and the future of violent youths themselves. The 35 selections in the 5 chapters of this book examine the root causes of why youths commit violence and social and legal proposals to reduce the problem. Each chapter contains "yes" and "no" answers to the question posed by the chapter title. The following chapters are included: (1) "Is Youth Violence a Serious Problem?"; (2) "What Causes Youth Violence?"; (3) "What Measures Can Reduce Youth Violence?"; (4) "How Can Gang Violence Be Reduced?"; and (5) "Should Violent Youths Receive Harsh Punishment?" A 16-item list of organizations to contact for further information is included. (Contains 3 graphs and 64 references.) (SLD)

ED 406 489 UD 031 650

Green, Susan
Multicultural Education Program Evaluation, 1995-96. Assessment/Accountability Report.
PUB DATE- Jul 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrators; *Curriculum Development; *Elementary Secondary Education; Financial Support; *Multicultural Education; Needs Assessment; Parent Participation; *Professional Development; Program Effectiveness; Program Evaluation; Program Implementation; School Districts; Surveys
IDENTIFIERS- New York (New York); *New York City Board of Education

In 1993-94, the Board of Education of the City of New York distributed more than $1 million to augment existing multicultural initiatives in professional or curriculum development. Districts and superintendencies in the city also designed a 3-year program to facilitate the planning and scope of these initiatives. The 1995-96 school year was the final year of this 3-year cycle. In early 1996, evaluators from the Board's Division of Assessment and Accountability (DAA) used survey techniques to conduct a needs assessment and to examine program implementation. The DAA received 27 responses from program coordinators to the needs assessment (60% response rate) and 45 responses (51% response rate) to the implementation survey. Overall, 534 schools and 280,275 students were involved in the Multicultural Initiative. The studies found that the Multicultural Initiative was rated highly by survey respondents, and that the goals of offering parents, teachers, students, paraprofessionals, and administrators a diversified educational program have been satisfactorily achieved. Recommendations are made to improve the distribution of program funds and to consider additional training at the end of the 3-year cycle. (Contains two tables.) (SLD)

ED 406 490 UD 031 651

African-American Heritage. A Resource Guide for Teachers. Grades 6-8. Draft.

presents the results of an evaluation of the conflict resolution program in self-contained classrooms in the District of Columbia at grades 3/4, 7, and 11/12. At all levels of implementation and evaluation Imaginitis was determined to contribute to the development of conflict resolution skills. Statistically significant findings show that Imaginitis students develop a stronger ability to resolve conflicts in a nonviolent manner. (Contains two tables and six references.) (SLD)

ED 406 509 UD 031 675

Goddard, J. Tim
Learning To Teach Ethnoculturally Diverse Students: The Role of Teacher Educators.
PUB DATE- 27 Mar 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Cultural Differences; Cultural Pluralism; *Ethnicity; Foreign Countries; Language Patterns; Language Proficiency; *Multicultural Education; Racial Differences; Racial Identification; Student Characteristics; *Teacher Education; Teaching Methods
IDENTIFIERS- Canada; *Diversity (Student)

In Canada there exists a need to prepare the teaching force, which is primarily monocultural and monolingual, to work with an increasingly ethnoculturally diverse student population. This paper defines the term "ethnocultural," and presents three dimensions of ethnocultural knowledge that are essential to the ongoing professional and pedagogical development of preservice and inservice teachers. "Ethnocultural" has been chosen as a term that appears to incorporate all the facets that make up a person or a group. It encompasses ethnicity, or racial background, and the aspects of culture that include nuances of language, heritage, personal behavior, and self-identification, and it is free of the political connotations of the term "multiculturalism." Three key variables constitute the core meaning of the term: ethnicity, shared patterns of socially acceptable behavior, and language. Three dimensions of ethnocultural knowledge are required of teachers. These are the cultural, pedagogical, and sociolinguistic dimensions. The cultural dimension has often been emphasized, but the pedagogical and sociolinguistic dimensions deserve greater emphasis as teachers look for approaches that reach all students. (Contains 98 references.) (SLD)

ED 406 510 UD 031 676

Thrupp, Martin
The Art of the Possible: Organising and Managing High and Low Socio-Economic Schools.
PUB DATE- Mar 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997). For related document, see UD 031 677.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

assessment of higher level skills in the context of specific subject-area content. These tests inform students, parents, the community, and educators about the achievement of North Carolina students in given areas. This report describes the development and psychometric properties of the end-of-course tests in Algebra I; Biology; Economic, Legal, and Political Systems; English I; and United States History. The value of these tests lies primarily in the fact that the scores provide a common yardstick that is not influenced by local differences. The end-of-course test score counts as part of the student's grade in the course, with how much it counts being a local decision. The tests described in this publication are administered during the last 10 days of a course. For each of these tests, the report describes: (1) item development; (2) test development; (3) scores and scales; (4) descriptive statistics and reliability; and (5) validity. Six appendixes provide sample test items and discuss aspects of test construction and scoring in detail. (Contains 19 tables, 11 figures, 19 appendix graphs, 4 appendix tables, and 34 references.) (SLD)

ED 406 393 TM 026 256

Blankmeyer, Eric
High-Breakdown Regression by Least Quartile Differences.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Software; *Estimation (Mathematics); Least Squares Statistics; *Regression (Statistics); Research Methodology; *Robustness (Statistics)
IDENTIFIERS- Outliers

A high-breakdown estimator is a robust statistic that can withstand a large amount of contaminated data. In linear regression, high-breakdown estimators can detect outliers and distinguish between good and bad leverage points. This paper summarizes the case for high-breakdown regression and emphasizes the least quartile difference estimator (LQD) proposed by C. Croux, P. J. Rousseeuw, and O. Hossjer (1994). This regression method examines the absolute differences between every pair of residuals and minimizes the first quartile of these differences with an adjustment for degrees of freedom. LQD is affine equivalent and has a 50% breakdown point, the highest possible. Its asymptotic efficiency is about 67% of least-squares, so LQD should be able to deal with anomalous observations and should also perform well when the data are not contaminated. Although interest in the approach is growing, software is still not widely available. An appendix presents a BASIC computer program for one type of high-breakdown regression. (Contains 17 references.) (SLD)

ED 406 394 TM 026 257

Tyler, Doris; Cowan, Jane
Guidelines for Testing Students with Limited English Proficiency. North Carolina Statewide Testing Program Grades 3-12.
PUB DATE- Jul 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

paper examines the challenges facing evaluators of community-based programs when the design calls for assessing prevention efforts targeted at children or adolescents in school. It discusses the barriers to recruiting schools for the evaluation and keeping them in the study over time, and presents alternative strategies for overcoming these barriers. It then turns to the problems of getting and keeping student participants, focusing, in particular, on strategies for obtaining parental consent and minimizing attrition over time. (Contains 2 tables and 24 references.) (Author)

ED 406 413 TM 026 319

Enger, Sandra K.
Concept Mapping: Visualizing Student Understanding.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Nov 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comprehension; *Concept Mapping; Data Analysis; *Educational Assessment; Intermediate Grades; Learning; Pilot Projects; Qualitative Research; Science Education; *Science Teachers; Scoring; Secondary Education; *Student Evaluation; Teaching Methods
IDENTIFIERS- Iowa; *Scoring Rubrics

A pilot study to investigate the use of concept mapping for assessment purposes was conducted during the spring of 1996. Thirteen teachers from a random sample of science teachers affiliated with the Iowa-Scope, Sequence, and Coordination Project and 12 other teachers affiliated with the project participated in the concept mapping study. Student concept maps were scored by the participating teachers using the "Expert Science Teaching Educational Evaluation Model (ESTEEM) Concept Mapping Scoring Rubric." Even with attempts to standardize implementation of the concept mapping procedures, teachers had a tendency to divert from the pre-established guidelines. Concept mapping can be used for a diverse set of topics and issues and can be used across grade levels. Even with the use of a rubric, scoring concept maps is a subjective process. In addition to quantitative analyses of concept maps, qualitative inspection can provide evidence of misconceptions and growth in student understanding. Since concept maps are a personal construction of understanding, a concept map would seem to warrant a personal, in-depth look. Numerous variables such as skill level with concept mapping, concept difficulty, different classrooms, and scoring of the maps are factors that make interpretation of data problematic. An appendix presents a figure illustrating the use of concept maps in student assessment. (Contains one figure, one appendix figure, one table, and six references.) (Author/SLD)

ED 406 414 TM 026 320

Berman, Barbara T.
A Pilot Study for Validating a Questionnaire on Perceptions of Barriers to Upward Mobility by Women Administrators in International Schools in Mexico and the United States.
PUB DATE- 8 Nov 96
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-

to misapplications as compared to the CBCL's original intended purpose. In addition, the composition of the normative sample presents particular difficulties for establishing validity across different groups. Given the broad use of the CBCL and its potential validity biases, this study assessed its construct validity for African American children to determine whether the CBCL provides assistance in their diagnosis and treatment. Factor analysis was used to determine the underlying factor structure of the CBCL profiles. Factor structures derived were compared through RELATE, a Kaiser factor matching estimation program. Subjects were 2,971 children aged 6 to 16 coming to a child guidance center in a northeastern Ohio city. Slightly more than half of the sample (56%) was male. Of these students, 677 (23%) were black. Data did not support the claim that there is a difference in total behavior problem scores between African American and white children except for the group of girls aged 6 to 11, in which scores of black and white girls were different. Total social competence scores were similar for black and white children aged 6 to 11 or aged 12 to 16. Data provided no evidence to support the claim that factor structures are different for blacks and whites. Test results support the construct validity of the CBCL for black children. An appendix contains the CBCL. (Contains 14 tables and 28 references.) (SLD)

ED 406 432 TM 026 401

Smith, Mary Lee
The Politics of Assessment: A View from the Political Culture of Arizona.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Culture; Educational Assessment; *Educational Change; Elementary Secondary Education; Performance Based Assessment; Policy Formation; Political Attitudes; *Political Influences; Public Policy; Qualitative Research; State Programs; *Testing Programs; Test Use
IDENTIFIERS- Arizona; *Arizona Student Assessment Program; Reform Efforts

In 1991 Arizona embarked on a program to change schools and make them more accountable for educational achievement. The instrument of reform was an assessment program known as the Arizona Student Assessment Program (ASAP), the most notable feature of which was a performance assessment that was added to an already extensive battery of state-mandated tests. This paper contains a narrative account of the events of the 4-year existence of ASAP and the research the Center for the Study of Evaluation at the University of California, Los Angeles conducted on the role of assessment in educational change. These events are explored, from 1991 until the demise of ASAP in 1995, in the context of theoretical frameworks drawn from policy studies, principally the theory of political culture. The assumption driving the use of assessment to change schools is that teachers will find ways to teach consistent with the assessment adopted. The ASAP was examined through a policy study of the beliefs of policymakers and other stakeholders, a multisite qualitative study of elementary schools in ASAP's first year of operation, and surveys and interviews of educators about ASAP impact. No sense can be made of the death of about 74 million people in the fall of 1995. Included in this total were about 66.1 million students enrolled in American schools and colleges. About 4 million people were employed as elementary and secondary school teachers and college faculty. Other professional, administrative, and support staff numbered 4.4 million. In fact, more than one of every four people in the United States participated in formal education. Public school enrollment increased between 1986 and 1996, but private school enrollment has held at about 11% of the total students enrolled. Both elementary and secondary school enrollments are expected to continue to increase in the next few years. Data are presented in tables in the following sections: (1) enrollment in elementary and secondary schools; (2) enrollment in higher education; (3) teachers; (4) educational outcomes; and (5) finance. (Contains 12 figures and 30 tables.) (SLD)

ED 406 452　　　　TM 026 763

McGee, Glenn W.
What State Tests Test.
PUB DATE- Mar 97
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Achievement Tests; Analysis of Variance; Attendance; Context Effect; Correlation; Elementary Secondary Education; Expenditure per Student; Low Income Groups; *Policy Formation; Socioeconomic Status; *State Programs; Student Mobility; Suburban Schools; Teacher Salaries; Teacher Student Ratio; Test Construction; Test Content; *Testing Programs; *Test Results; Test Use
IDENTIFIERS- *Illinois; Illinois (Cook County)

What the Illinois Goal Assessment Program (IGAP) test actually tests and the consequences of these tests for funding decisions were studied with a random sample of 100 school districts in the Cook County suburbs of Chicago. Eighth-grade IGAP scores for reading were obtained from the state report card, a document prepared by each school district under legislative mandate. Per pupil expenditure, attendance rate, mobility rate, average teacher salary, percentage of low income students, and the ratio of the number of students in the district to the number of teachers in the district were studied for significant correlations. Partial correlations were then used to isolate particular relationships, and analysis of variance was used to provide information for explaining variations in scores. Results support the conclusion that the statewide test in Illinois, the IGAP, measures more than student achievement. The bell-shaped curve of eighth-grade reading scores and the high and highly significant intercorrelations among all IGAP test results strongly imply the IGAP is a test of ability. Multiple regression shows that nearly three-fourths of the variation on IGAP test scores is due to context factors and not academic achievement. As the IGAP test exists, it is to a large measure a stronger indicator of poverty and mobility rate than of achievement. To a lesser extent, it is an indicator of the ratio of students to teachers, attendance rates, and cost variables. Implications for policy formation are discussed. An appendix presents two examples of test content--sixth and eighth grade reading tests--and associated questions. (Contains students at 11 high schools and several continuation schools of the Los Angeles (California) Unified School District were surveyed on a range of issues related to their experience with violence, their own and their friends' possession of weapons, and their suggestions for ways to lessen violence, racial tension, and conflict. This report presents numerical data and the subjective responses of these students. The racial composition of the sample mirrors the racial makeup of the Los Angeles high school student population, at 68.1% Latino, 6.9% Asian Pacific Islander, 14.6% African American, and 9.4% Anglo. Nearly 50% of students had seen a weapon at school, with cutting instruments (57.2%) and firearms (30%) most commonly seen. A similar number (44.1%) had seen a weapon on their way to or from school, and 13.9% of respondents had taken a weapon to school themselves. Only 1.4% said they always took a weapon to school. Fifty-seven percent had friends who owned guns, and 48.2% said it would be easy to get a gun at a relatively low price. Nearly 39% of students thought that gangs were the most common reason to bring weapons to school. Over one-third of students said that drug deals were common in their neighborhoods, and 45.5% experienced racial tension in their schools. Male students were more likely to have seen weapons at school or to have carried them than were female students. These data raise many questions about the safety of Los Angeles schools and the tensions their students face. (Contains 158 figures and 42 references.) (SLD)

ED 406 470 UD 031 625

Phillips, Deborah, Ed.; Bridgman, Anne, Ed.
New Findings of Welfare and Children's Development: Summary of a Research Briefing.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Development; Children; Cooperation; Disadvantaged Youth; *Employment; *Information Dissemination; Mothers; *Policy Formation; Public Policy; *Social Problems; Urban Youth; *Welfare Recipients; Welfare Services
IDENTIFIERS- Reform Efforts; *Welfare Reform

In April 1996 the Board on Children, Youth, and Families and the Family and Child Well-Being Research Network convened their second annual research briefing on welfare and children's development. The briefing was intended to: (1) create a venue for productive exchange between researchers and policy makers; (2) maximize the usefulness of research in helping decision makers; and (3) encourage more assessments of children's development and family processes in efforts to track and evaluate welfare reform. The complicating effects of social conditions make it difficult to determine whether welfare itself creates problems for children or whether children would fare poorly in these families even if they did not receive welfare. Research presented at the briefing explores, but does not resolve this question, and introduces others regarding the timing of welfare receipt, the conditions associated with long-term effects, and the factors that contribute to intergenerational welfare receipt. Research was also presented that suggests that children's development is not compromised when their mothers combine employment and welfare receipt. Unresolved is the question of how children would fare when mothers' work is mandated and welfare benefits are terminated. Researchers and state welfare administrators also discussed

PUB DATE- 93
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African Culture; African History; Black Culture; Black History; *Blacks; *Civil Rights; *Curriculum; Foreign Countries; Intermediate Grades; Junior High Schools; *Middle Schools; *Resource Materials; Thematic Approach
IDENTIFIERS- *African Americans; Middle School Students

This curriculum guide provides teachers with materials on African-American history and culture that include some of the most recent scholarship in the field. The activities and resources assembled do not constitute a comprehensive treatment of African-American history, but they do examine many topics within that history. The volume encompasses six themes: (1) "The African Homeland"; (2) "Nile Valley Civilizations"; (3) "African Empires and Village Societies"; (4) "Africans in the Americas"; (5) "The Struggle for Human Rights"; and (6) "Present and Future." Each theme section opens with background information for the teacher and then lists major ideas and the performance objectives for the theme. Learning activities for each theme provide a development section. Corresponding activity sheets can be duplicated for students and used as the basis for class discussion. The activity sheets contain materials of various types, such as photographs, maps, and other visual aids. A list of suggested readings for teachers contains 114 items. (SLD)

ED 406 491 UD 031 652

Survey of CSD Multicultural Program Implementation Data Summary, 1994-95. Office of Multicultural Education Program Evaluation.
PUB DATE- 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; *Curriculum Development; *Elementary Secondary Education; Financial Support; *Multicultural Education; Needs Assessment; Parent Participation; *Professional Development; Program Effectiveness; School Districts; Surveys; Technical Assistance; Workshops
IDENTIFIERS- New York (New York); *New York City Board of Education

During the 1994-95 school year, the Community School Districts (CSDs) of the New York City school system submitted plans for multicultural education to the New York City Board of Education through its Office of Multicultural Education. The Board's Office of Educational Research surveyed the CSDs about the success of the programs. Participants were asked to list no more than three of the programs' most important goals and to rate the extent to which they were able to implement them. They also were asked to indicate obstacles and needs to enable them to meet the district's future plans more successfully. The majority of the 27 respondents from CSDs noted that the goals were attained to a favorable degree, rating the ability to implement program goals at an average of 5.9 on a scale with 7 signifying "very well." Participants cited funding delays, lack of administrative support, limited availability of qualified

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Economically Disadvantaged; *Educational Environment; Effective Schools Research; Elementary Secondary Education; Ethnography; Foreign Countries; Maori (People); Minority Groups; *Organizational Effectiveness; Pacific Islanders; *Racial Composition; School Effectiveness; *Social Class; *Socioeconomic Status; Urban Schools
IDENTIFIERS- *New Zealand

The extent to which school mix--the social class composition of schools--influences school processes and student achievement has long been a matter of dispute. Drawing on a comparative ethnography of four New Zealand urban secondary schools, this article suggests that school mix probably does impact on school organizational and management processes so as to drag down the academic effectiveness of schools in low socioeconomic settings and boost effectiveness in middle class settings. The four schools represent a range of socioeconomic status populations, with varying proportions of White, Maori, and Pacific Islander students. Evidence of the influence of school mix on daily routines, curriculum management, and guidance and discipline matters is discussed. The article provides a framework for explaining why school mix might influence school organization and management, and it suggests implications for educational markets, school self-management, and school evaluation. (Contains three tables.) (Author/SLD)

ED 406 511 UD 031 677

Thrupp, Martin
The School Mix Effect: How the Social Class Composition of School Intakes Shapes School Processes and Student Achievement.
PUB DATE- Mar 97
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997). For related document, see UD 031 676.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Educational Environment; Effective Schools Research; Elementary Secondary Education; Ethnography; Foreign Countries; Maori (People); Minority Groups; *Organizational Effectiveness; Pacific Islanders; Policy Formation; *Racial Composition; School Effectiveness; *Social Class; *Socioeconomic Status; Urban Schools
IDENTIFIERS- *New Zealand

The existence of a contextual effect of the social class composition of a school's intake on individual student performance--the school mix effect--has long been debated in qualitative school effectiveness literature. This paper reports on a qualitative study of four New Zealand urban secondary schools of varying social class composition (and ethnicity) designed to shed light on a school mix effect by examining possible causal mechanisms. One low-socioeconomic status school was compared with three middle-class schools. Evidence was found to support a whole-school explanation for a school mix effect stemming from the cumulative effects of reference groups, instructional practices, and organizational and management practices. Implications for research and policy are suggested. Addressing the effects of school mix effect should be part of the policy agenda for reducing educational inequity. (Contains 1 table, 2 figures, and 60 references.) (Author/SLD)

ED 406 512 UD 031 678

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Assessment; *Educational Practices; Elementary Secondary Education; *Equal Education; *Limited English Speaking; State Programs; *Student Evaluation; *Testing; Testing Problems; Testing Programs
IDENTIFIERS- Exit Examinations; *North Carolina End of Course Testing Program; *North Carolina End of Grade Testing Program

Students whose primary language is not English and who are of limited English proficiency are an increasing percentage of North Carolina's school population at all grade levels and in all parts of the state. These guidelines are designed to clarify their participation in the statewide testing program. This program includes the end-of-grade tests for grades three through eight, the end-of-course test for high school courses, and the computer proficiency and competency tests that will become graduation requirements. Off-grade level testing is not allowed, and tests must be administered with English instructions, although students are allowed to use dictionaries or electronic translators during the test. Conditions under which students are exempt from testing are outlined. How to determine whether a student is limited English proficient is reviewed, and testing recommendations are made to assure appropriate student placement and testing. Modifications are allowed to ensure equal opportunity to all students, but special arrangements or modifications must not be used for score enhancement. Five appendixes present a home language survey, English proficiency level descriptions, a list of resources, the testing code of ethics, and annual performance goals for students. (Contains two references.) (SLD)

ED 406 395 TM 026 258

North Carolina Public Schools Statistical Profile '96.
PUB DATE- 96
NOTE- 353p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Bound Students; Educational Finance; *Elementary Secondary Education; Enrollment; Ethnic Groups; Expenditures; *Profiles; *Public Schools; Racial Differences; School Districts; School Personnel; *School Statistics; *Student Characteristics; Tables (Data); *Teacher Characteristics
IDENTIFIERS- *North Carolina

This book, the 22nd edition of a series initiated in 1975, provides general statistical data to the public, professional educators, and the North Carolina General Assembly. The statistical profile includes information on public school students, personnel, and finances. Tables with statewide data are presented in Part I. The first section of the state summary contains pupil information on: (1) pupil accounting; (2) nonpromotion rate by grade; (3) projected final average daily membership; (4) exceptional pupils; (5) pupil membership by race/ethnic origin; (6) high school graduates' intentions; (7) projections of high school graduates; and (8) public school dropout and retention data. The second section contains data on school personnel, the educational and work experience of instructional personnel, characteristics of teachers, and teacher salaries. Financial information, including expenditures, transportation information, and course membership

South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrators; Cultural Differences; Educational Administration; Elementary Secondary Education; Equal Opportunities (Jobs); Factor Analysis; *Females; Foreign Countries; International Education; *Occupational Mobility; Pilot Projects; *Promotion (Occupational); Public Schools; Questionnaires; Reliability; Social Influences; Social Support Groups; *Validity
IDENTIFIERS- Alabama; Mexico; United States

This pilot study was conducted with a sample of 25 female administrators. Fourteen of the participants are employed in Alabama public schools, while seven work in international schools in the United States, and the remaining four are administrators in international schools in Mexico. The international schools in the study are listed in the "ISS (International School Services) Directory of Overseas Schools." It examines the perceptions that female administrators have in relation to the barriers confronting them in striving for upward mobility. A Cronbach's alpha analysis was used to determine the reliability of the instrument. In addition, a principal components analysis with a varimax rotation was performed. This identified four factors, which are described as: (1) support systems barriers; (2) social barriers; (3) self-imposed barriers; and (4) cultural barriers. (Contains 4 tables and 69 references.) (Author/SLD)

ED 406 415 TM 026 323

Kennedy, Robert L.
External Validation of an Assessment Class.
PUB DATE- 7 Nov 96
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Content Validity; *Course Content; *Educational Assessment; *Education Majors; Elementary Education; Elementary School Teachers; Evaluation Methods; Higher Education; *Knowledge Base for Teaching; Performance Based Assessment; Student Evaluation; Test Construction; User Needs (Information)

A survey was conducted to establish the content validity of the material presented during a diagnostic and evaluative procedures course for elementary education majors. Although the content was consistent with information typical of the course, validation through the opinions of practicing teachers could strengthen its validity with the students. An additional benefit is that class members would have testimonials to the value of the class from sources other than their instructor. The 21-question survey was based on the course content outline. Most questions were of the "Do you use..." or "Do you need to know..." variety, but there were several open-ended questions, including one asking for recommendations. Members of 4 assessment classes over 2 years were required to interview from 3 to 10 teachers, depending on the semester, for a total of 333 practitioners from a wide demographic range. Results indicate of ASAP on technical or policy grounds. To understand the demise of the ASAP is to understand that such tests primarily serve political functions. The experience of the ASAP illustrates that the dynamics of wins and losses in the political arena are essential features of mandated assessment programs. (Contains 11 references.) (SLD)

ED 406 433 TM 026 402

Baker, Eva L.
Implications of the OECD Comparative Study of Performance Standards for Educational Reform in the United States.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Case Studies; Comparative Analysis; *Educational Change; Elementary Secondary Education; Foreign Countries; International Education; *International Studies; Models; *Performance Based Assessment; *Standards
IDENTIFIERS- *Organisation for Economic Cooperation Development; *Reform Efforts; United States

This paper discusses the implications for educational reform in the United States of the Organization for Economic Cooperation and Development (OECD) comparative study of performance standards. To provide some context for the reader, the paper briefly reprises major shifts in the intellectual underpinnings of U.S. educational reform and reports on its present prospects. The major analytical section, however, posits a functional model of reform that includes key elements thought to be necessary for successful operation of a dynamic educational system. This model uses inputs, process, and output categories as a way to classify functions served by reform in various countries rather than a structure to subsume data sources. As a special case, performance standards are characterized as they support different elements and functions of reform as described in country case studies provided by OECD scholars, with particular emphasis on the U.S. setting. The ways the U.S. and other governments could profit from the OECD case studies of performance standards are explored. The OECD reports help educators imagine multiple uses for performance standards. (SLD)

ED 406 434 TM 026 403

Baxter, Gail P.; And Others
Assessment and Instruction in the Science Classroom.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Educational Environment; *Elementary School Students; Grade 5; Intermediate Grades; *Performance Based Assessment; Performance Factors; *Problem Solving; *Science Instruction; Teaching Methods

The role of performance assessments in making cognitive activity apparent to teachers and students was studied through descriptions of the cognitive activity of 31 fifth-grade

12 tables and 20 references.) (SLD)

ED 406 453 TM 026 832

Koffler, Stephen L.; And Others
The Technical Report of NAEP's 1990 Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 91
NOTE- 304p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Data Analysis; *Educational Testing; Grade 8; Junior High Schools; Mathematics; Mathematics Achievement; National Surveys; *Research Design; Research Methodology; Research Reports; Sampling; Scaling; State Programs; Student Attitudes; Tables (Data); *Test Construction; *Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress; *Trial State Assessment (NAEP)

This report documents the design and data analysis procedures of the Trial State Assessment Program of the National Assessment of Educational Progress (NAEP). Today the NAEP is the only survey using advanced plausible values methodology that uses a multiple imputation procedure in a psychometric context. The 1990 Trial State Assessment collected information on the mathematics knowledge, skills, understanding, and attitudes of a representative sample of more than 100,000 eighth graders in public schools in 37 states, the District of Columbia, and 2 territories. Following a Foreword by Gary W. Phillips, this report includes the following chapters: (1) "Overview: The Design, Implementation, and Analysis of the Trial State Assessment Program" (Eugene G. Johnson and Stephen L. Koffler); (2) "Developing the Objectives, Cognitive Items, Background Questions, and Assessment Instruments" (Stephen L. Koffler); (3) "Sample Design and Collection" (Jim Bethel, Keith Rust, and Jacqueline Severynse); (4) "State and School Cooperation" (Nancy Caldwell); (5) "Field Administration" (Nancy Caldwell); (6) "Processing Assessment Materials" (Dianne Smrdel, Lavonne Mohn, Linda Reynolds, and Brad Thayer); (7) "Creation of the Database and Evaluation of the Quality Control of Data Entry" (John J. Ferris, David S. Freund, and Alfred M. Rogers); (8) "Weighting Procedures and Variance Estimation" (Jim Behtel, Keith Rust, and Jacqueline Severynse); (9) "Theoretical Background and Philosophy of NAEP Scaling Procedures" (Eugene G. Johnson and Robert J. Mislevy); (10) "Data Analysis and Scaling" (John Mazzeo); and (11) "Conventions Used in Reporting the Results" (John Mazzeo). Six appendixes present further detail about test construction, reporting subgroups, and the anchoring process. (Contains 32 tables and 28 figures.) (SLD)

ED 406 454 TM 026 833

Rogers, Alfred M.; And Others
1990 Trial State Assessment Secondary-use Data Files User Guide. Revised June 1992.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.

efforts to assess child outcomes and to derive lessons from state welfare reforms. Their efforts make it clear that there are many issues to consider as states move toward welfare-to-work programs. (Contains 2 tables, 2 figures, and 43 references.) (SLD)

ED 406 471 UD 031 626

Te, Bouy; And Others
Unfamiliar Partners: Asian Parents and U.S. Public Schools.
PUB DATE- Mar 97
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; Adjustment (to Environment); *Asian Americans; *Cultural Awareness; Elementary Secondary Education; *Immigrants; *Parent Participation; Parent School Relationship; Partnerships in Education; Program Descriptions; *Public Schools; Urban Schools

This book reflects experiences during the first 3 years of an ongoing effort to examine the experiences of newcomer Asian parents as they encounter U.S. public schools. The second phase of the project continues program activities at schools in Chicago (Illinois), Des Moines (Iowa), Minneapolis (Minnesota), and Philadelphia (Pennsylvania), and now includes schools and communities in Richmond (California) and Houston (Texas). The first chapter, "Barriers to Partnerships," documents the many barriers U.S. public schools place in the way of Asian newcomers and their parents. The second chapter, "Community Perspectives," offers profiles of the difficulties immigrant families have experienced in coming to the United States. The third chapter, "Project Site Profiles," details project activities in the four cities previously mentioned and San Diego (California) and Seattle (Washington). The final chapter, "Building Partnerships," explores how schools can welcome and support newcomer parents as they seek quality education for their children. Mutual respect, trust, and understanding are essential in developing effective cooperation between Asian newcomer parents and U.S. schools. Rather than viewing families as deficient, educators should see them as repositories of essential cultural practices. An appendix contains a 94-item bibliography and lists project participants and members of the National Coalition of Advocates for Students. (SLD)

ED 406 472 UD 031 627

Baird, Andrea; And Others
Equal Educational Opportunity Project Series, Volume I.
PUB DATE- Dec 96
NOTE- 302p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability Grouping; Access to Education; *Civil Rights; Educational Trends; *Elementary Secondary Education; *Equal Education; *Federal Government; Federal Legislation; *Government Role; Individualized Education Programs; Limited English Speaking; Program Development; Program Implementation; Track System (Education)
IDENTIFIERS- *Office for Civil Rights

The U.S. Civil Rights Commission has undertaken the Equal Educational Opportunity Project to develop a series of six personnel, and limited materials available as obstacles. Participants wanted more timely access to funds, additional training, technical assistance, and other sources of support to enhance their programs in the future. A survey was also completed by 50 participants in the "Unity in the Midst of Diversity" workshops. Participants thought that the workshops had been generally successful in their implementation and promotion of multicultural awareness. The surveys are attached. (Contains one table.) (SLD)

ED 406 492 UD 031 653

Brockett, Joseph R., Ed.
Multicultural Guide: An Annotated Bibliography, 1995-1996.
PUB DATE- Dec 95
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indians; Annotated Bibliographies; Asian Americans; Blacks; Conflict Resolution; *Cultural Awareness; Elementary Secondary Education; *Ethnic Groups; Hispanic Americans; *Multicultural Education; Reference Materials; Resource Materials
IDENTIFIERS- Caribbean Americans; European Americans; Latinos; New York City Board of Education

This annotated bibliography has been developed to provide a collection of multicultural resources for teacher use and to serve as a resource for students in the New York City public schools. The listing of multicultural books and media materials is organized alphabetically by title and is presented in the following categories: (1) African American (53 print, 1 media); (2) Anti-Discrimination (63 print, 4 media); (3) Asian American (44 print, 1 media); (4) Caribbean American (9 print, 1 media); (5) European American (32 print, 1 media); (6) Latino/Hispanic American (39 print, 1 media); (7) Native American (19 print, 3 media); and (8) Multicultural Resources (96 print, 6 media). The Anti-Discrimination category includes materials on intergenerational and conflict resolution issues. (SLD)

ED 406 493 UD 031 654

Asian-American Heritage. A Resource Guide for Teachers, Grades K-12.
PUB DATE- 95
NOTE- 179p.
LANGUAGE- English
EDRS Frice- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Americans; Asian History; *Cultural Awareness; *Curriculum; Elementary Secondary Education; Ethnic Groups; *Multicultural Education; Professional Development; Resource Materials; Teaching Methods; Thematic Approach; Values

This curriculum guide provides teachers with materials on Asian-American history and culture that include some of the most recent scholarship in the field. Although it is not a comprehensive treatment of history and culture, it examines many important topics and events. The guide is organized by theme. The themes, each of which is introduced by background material for the teacher, are: (1) "Asian-American Identity"; (2) "Struggle and Change"; (3) "Asian Values and Traditions"; and (4) "Asian and Asian-American Contributions." The thematic approach helps students see the similarities among Asian

Segregated Schools: Separate but Equal? The LegiSchool Project.
PUB DATE- 96
NOTE- 60p.; A Town Hall Meeting.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Affirmative Action; Black Education; *Black Students; Elementary Secondary Education; *Equal Education; Hispanic Americans; Mentors; Minority Groups; Racial Composition; *School Segregation; Sex Differences; *Single Sex Schools; *State Legislation; Tutorial Programs
IDENTIFIERS- *California; Latinos; Town Meetings

The LegiSchool Project of the California State Legislature and California State University conducts televised Town Meetings to provide a forum for dialogue about problems of interest in California education. This collection contains background readings and materials for the fifth of these Town Meetings, to be titled "Segregated Schools: Separate but Equal?" The following materials are selected to promote reflection and conversation: (1) Amendment XIV of the U.S. Constitution; (2) "Caught on the Wrong Side of the Line?" ("Los Angeles Times," July 13, 1995); (3) "Frustrated Blacks Dust Off the Concept of 'Separate but Equal'" ("Time Magazine," April 29, 1996); (4) "Integration Busing" ("Omaha World-Herald," July 14, 1996); (5) "Is Affirmative Action a Crime?" ("Sacramento Bee," April 18, 1996); (6) Letter to the Editor (F. E. Jordan, "San Francisco Examiner," May 21, 1996); (7) "California Suit Targets Minority Tutoring" (UPI, March 17, 1995); (8) "Community Colleges Alter Programs" ("San Francisco Chronicle," July 13, 1996); (9) "Mentoring Project for Latinos Threatened" ("Los Angeles Times," Ventura County Edition, June 11, 1996); (10) AB 3488 (Single Gender Academies Program Bill, July 22, 1996); (11) "Algebra Minus Boys" ("Sacramento Bee," March 24, 1996); (12) "Single-Sex Classes Are Going Public" ("Detroit News," February 22, 1996); (13) "A Room of Their Own" ("Newsweek," June 24, 1996); (14) Letters to the Editor ("Newsweek," July 15, 1996); (15) "Boys on the Side" ("U.S. News and World Report," August 5, 1996); (16) "Single Sex School Experimentation" (Richard Rothstein, January 17, 1996); (17) "Joining the Debate" ("Austin-American Statesman," July 15, 1996); and (18) Critical Thinking Questions. (SLD)

ED 406 513 UD 031 679

Hall, Peter M., Ed.
Race, Ethnicity, and Multiculturalism. Policy and Practice. Missouri Symposium on Research and Educational Policy, Volume 1. Garland Reference Library of Social Science, Volume 1029.
PUB DATE- 97
NOTE- 234p.; For a related document, see UD 031 680.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; Cultural Awareness; *Educational Policy; Elementary Secondary Education; *Equal Education; *Ethnicity; Institutional Characteristics; *Multicultural Education; *Racial Differences; *School Restructuring; Teacher Role; Track System (Education)
IDENTIFIERS- Missouri

Chapters in this volume are based on papers presented at the First Missouri Symposium on Research and Educational Policy statistics are also listed in Part I. Part II presents pupil accounting, graduate intentions, personnel information, and expense information for the state's 119 local education agencies. (Contains 36 tables.) (SLD)

ED 406 396 TM 026 260

Driscoll, Lydia Abell
10 Steps to District Performance Assessment.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; Educational Planning; *Educational Testing; Elementary Secondary Education; Evaluation Methods; *Performance Based Assessment; Program Development; Program Implementation; *School Districts; Scoring; Teacher Education; *Testing Programs
IDENTIFIERS- *Memphis City Schools TN

In the 1995-96 school year, the Memphis (Tennessee) City Schools released standards for student performance in seven content areas and began laying the foundation for a standards-based curriculum and assessment system. The steps taken to develop and implement this project are outlined as follows: (1) defining the objectives and the project scope; (2) creating a budget and funding plan; (3) designing the tasks; (4) explaining the project to schools involved; (5) administering the tasks; (6) preparing student work for scoring; (7) reading student work and choosing anchor papers; (8) training teachers to score student work using a rubric and anchor book; (9) compiling and analyzing the data; and (10) evaluating the experience. The experience of the Memphis schools indicates the advisability of starting on a small scale, involving the right people, and rewarding the participating schools. The 10-step plan can enable a district to launch a performance assessment project that is comprehensive, confidential, and responsible. (SLD)

ED 406 397 TM 026 261

North Carolina End-of-Grade Tests: Reading Comprehension, Mathematics. Technical Report No. 1.
PUB DATE- Aug 96
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; Elementary Education; Elementary School Students; *Mathematics Tests; Psychometrics; *Reading Comprehension; Reading Tests; Scaling; Scoring; State Programs; *Test Construction; *Testing Programs; Test Items; Test Reliability; Test Use; Test Validity
IDENTIFIERS- *North Carolina End of Grade Testing Program

The North Carolina End-of-Grade Testing Program is based on the assessment of higher level skills in the context of specific subject-area content. These tests inform students, parents, the community, and educators about the achievement of North Carolina students in grades three through eight in given areas. This report describes the development and psychometric properties of the end-of-grade tests in Reading Comprehension and Mathematics. The value of these tests lies primarily in the fact that the scores provide a common yardstick that is not that the customary topics, including behavioral objectives, Bloom's taxonomy, and short-answer test items, are being used. Portfolios and performance testing appear to be well-established, while norm-referenced standardized tests appear to be declining in popularity. Most of the teachers had few content ideas to suggest, possibly indicating that the course content is at least adequate for teachers' needs. The teacher survey is attached. (Contains five references.) (Author/SLD)

ED 406 416 TM 026 337

Testa, Alec M.
DATAWave, Volume 4, 9/11/96 - 12/4/96.
PUB DATE- 96
NOTE- 30p.; Some pages contain light or broken type that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; College Freshmen; College Graduates; Cultural Pluralism; Employment Qualifications; *Evaluation Methods; Evaluation Research; Higher Education; *Outcomes of Education; Program Evaluation; Resources; Satisfaction; *Student Attitudes; *Surveys
IDENTIFIERS- *Eastern New Mexico University

The DATAWave is a bi-weekly publication that is designed to inform the campus community and broader constituencies on assessment issues and practices at Eastern New Mexico University (ENMU). The first issue of this fourth volume covers survey results about the effectiveness of the ENMU Assessment Resource Office (ARO) and presents a fall preview of ARO activities. Issues two and three report findings from the Cooperative Institute Research Project, a survey administered to freshmen at 641 colleges. In issue two, survey results about attitudes, behaviors, and goals for 425 first time ENMU freshmen are reported, and in issue three the focus is on faculty results. At ENMU 96 full-time undergraduate faculty responded as part of the more than 33,986 faculty members nationwide. Issue four reports that results of a survey of employers asked to rate ENMU students indicate that employers generally found ENMU graduates well-prepared. Issue five presents results from the Student Satisfaction Survey, which documents a high degree of student dissatisfaction with many aspects of university life. Issue six contains an update on Outcomes Assessment Activities, Assessment of the Eastern Mission, an Outcomes Assessment Matrix, and a list of the recipients of the fall 1996 Outcomes Assessment Grant awards. Issue seven reports results from the 1992 and 1996 Diversity Survey. (Contains 5 tables and 19 figures.) (SLD)

ED 406 417 TM 026 339

Martin, Michael O., Ed.; Mullis, Ina V. S., Ed.
Third International Mathematics and Science Study: Quality Assurance in Data Collection.
PUB DATE- 96
NOTE- 286p.; Funding for the international coordination of the Third International Mathematics Study is provided by the National Center for Education Statistics, the National Science Foundation, the International Association for the Evaluation of Educational Achievement, and the Canadian government.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.

students. Differences while carrying out a science performance assessment reveal critical differences between those who think and reason well with their knowledge of electrical circuits and those who do not. Differences in quality of explanations, adequacy of problem representation, appropriateness of solution strategies, and frequency and flexibility of self-monitoring indicate more or less effective learning of the subject matter. Awareness of and attention to these cognitive characteristics of competent performance in an assessment situation provide teachers the necessary feedback to construct classroom environments that encourage reasoning and knowledge integration. In this way, performance assessments not only evaluate student performance but suggest changes in instructional practice to support effective learning in the elementary science classroom. (Contains 1 figure, 1 table, and 23 references.) (SLD)

ED 406 435 TM 026 411

Hamza, Khalid; Nash, William R.
Creating and Fostering a Learning Environment That Promotes Creative Thinking and Problem Solving Skills.
PUB DATE- Dec 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *College Students; Community Colleges; *Creative Thinking; *Educational Environment; Higher Education; Interviews; *Problem Solving; Skill Development; Student Attitudes; *Teacher Attitudes; Teacher Student Relationship; Teaching Methods

How teachers create and foster a learning environment that promotes creative thinking and problem solving skills in students was investigated in a 1-year study in a community college in Texas. The study explored the teaching methods and classroom climates created by eight exemplary teachers who demonstrated exceptional approaches to promote creative thinking and problem-solving skills. These teachers were selected by a process that began with 113 semistructured and many informal interviews with students. Factors frequently identified in student interviews were climate, teacher personality, teacher attitude, classroom management, teacher knowledge, teacher-student interactions, and student attitudes. Results did not indicate any ultimate method to use in teaching nor any ultimate process that fosters classroom learning climate toward the promotion of creative thinking. Observation of these teachers leads to the conclusion that teachers should construct teaching methods with the following elements: (1) classroom climate; (2) teacher character traits; (3) classroom management; (4) teacher's passion and attitude toward students, subject, and teaching; (5) teaching style; (6) teacher's knowledge; (7) teacher-student interaction; and (8) students' attitudes. Two appendixes illustrate interaction and a teaching model. (Contains 2 appendix figures and 23 references.) (SLD)

ED 406 436 TM 026 414

Pike, Nancy
To Test or Not To Test: That Is the Question.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *Data Analysis; Databases; Data Collection; *Educational Testing; Grade 8; Junior High Schools; Mathematics; National Surveys; Public Schools; Scaling; Scoring; State Programs; Tables (Data); *Test Construction; *Testing Programs; *User Needs (Information)
IDENTIFIERS- Data Files; *National Assessment of Educational Progress; Statistical Analysis System; Statistical Package for the Social Sciences; *Trial State Assessment (NAEP); User Guides

The National Assessment of Educational Progress (NAEP) is an ongoing, congressionally mandated national survey of the knowledge, skills, and understanding of young Americans in major subjects usually taught in school. This document is a guide to the files of the first NAEP Trial State Assessment (1990). The Trial State Assessment collected information on the mathematics knowledge, skills, understanding, and attitudes of a representative sample of about 100,000 students in public schools in 40 jurisdictions. The complexity of the assessment means that data file users need some special instructions. Following an overview of the NAEP system and the Trial State Assessment in the first chapter, the second chapter outlines special features of the assessment. The secondary-use data files for each state contain data for students, teachers, schools, and excluded students in the state and in the sample from the national mathematics assessment that was used for comparisons between the nation and the states. Other chapters discuss: (1) instrument design; (2) sample selection and weights; (3) data collection, processing, scoring, and database creation; (4) reporting subgroups and other variables; (5) NAEP scaling procedures; (6) conducting statistical analysis with NAEP data; (7) content and format of files, layouts, and codebooks; and (8) working with the Statistical Package for the Social Sciences and the Statistical Analysis System. Appendixes provide a history of the NAEP, the item response theory parameters for each cognitive item, and a glossary of terms. (Contains 29 tables and 22 references.) (SLD)

ED 406 455 TM 026 834

Profiling American Education.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 87
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Educational Policy; *Educational Research; Elementary Secondary Education; Information Dissemination; *Literacy; *National Surveys; Policy Formation; Reading; *Testing Programs; Thinking Skills; Writing (Composition)
IDENTIFIERS- *Educational Testing Service; *National Assessment of Educational Progress

The Nation's Report Card, formally known as the National Assessment of Educational Progress (NAEP), has been informing the United States about the state of learning since its first survey was conducted in 1969. This report describes how this project, mandated by Congress and funded by the Department of Education, has evolved. It describes the principal activities of the NAEP since it was relocated to the Educational Testing reports focusing on the opportunities available to students in American public elementary and secondary education. This first volume in the series evaluates and analyzes the history, performance, regulations, policies, and activities of the Office for Civil Rights (OCR) to set the stage for the later reports. Sections discuss the evolution of the Federal role in education and the programs of the U.S. Department of Education. National educational trends and the civil rights enforcement efforts of the Department of Education are profiled. This volume provides findings and recommendations on OCR's implementation, compliance, and enforcement efforts related to the four focus areas of: (1) ability grouping and the tracking of students; (2) development of individualized education programs for and placement of students classified as educable mentally retarded, students with learning disabilities, students with behavioral disabilities, and students with serious emotional disturbances; (3) development of programs for and placement of students of limited English proficiency; and (4) equal access for female students to advanced mathematics and science courses. Volumes II through V of the series will focus on each of these issues, and the sixth, and final report will present profiles of five school districts, focusing on education and civil rights issues. (Contains 2 figures and 43 tables.) (SLD)

ED 406 473 UD 031 629

Bast, Joseph L.; And Others
Vouchers and Educational Freedom: A Debate. Policy Analysis No. 269.
PUB DATE- 12 Mar 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Educational Policy; *Educational Vouchers; Elementary Secondary Education; *Financial Support; Government Role; Inner City; *Private Schools; Public Schools; *School Choice; School Restructuring; *Urban Schools
IDENTIFIERS- *Reform Efforts; State Role

Advocates of educational freedom disagree about whether school vouchers would liberate schools and families and lead to greater freedom of choice or trap private schools in a web of subsidy and regulation that would destroy their independence and quality. In this exchange of opinions, Joseph L. Bast and David Harmer argue that voucher plans would eventually lead to the complete separation of school and state, which would liberate education from bureaucrats and politicians. They argue that vouchers would not subject private schools to excessive regulation and that no greater reform is politically feasible. Finally, they charge, libertarian opponents of vouchers ignore the plight of children in inner-city schools. Douglas Dewy counters that vouchers would not substantially reduce the state's role in education. Indeed, vouchers would create a vast system of government contractors and parents with "school stamps," a massive lobby for ever-increasing subsidies. He warns that government money always come with strings attached. (Author)

ED 406 474 UD 031 630

Koenig, Daniel G., Ed.; Peck, Magda G., Ed.
"The Road to Community Partnerships." Highlights of the Urban

cultural groups and helps students who are not of Asian ancestry make connections to the Asian American experience. The thematic approach helps promote the view that Asian Americans are not "the other," but a part of the tapestry of American culture. Learning activities for each theme provide a development section directed to the teacher. Activity sheets that can be duplicated for students can be the basis of class discussions. These sheets incorporate a variety of instructional strategies and contain a number of types of materials. Contains a 27-item bibliography for students. (SLD)

ED 406 494 UD 031 657

Emerging Urban School District Governance Models. Policy Brief.
PUB DATE- Mar 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Centralization; Charter Schools; *Decentralization; *Educational Administration; Educational Change; Educational Finance; Educational Vouchers; Elementary Secondary Education; Foreign Countries; Models; Privatization; Profiles; State Departments of Education; State Programs; Urban Areas; *Urban Schools
IDENTIFIERS- New Brunswick; *Reform Efforts

This document provides a brief history of urban school governance and summarizes some of the unique governance structures that have emerged in six American cities and one Canadian province over recent years. By 1920, ward-based systems in most urban areas had given way to systems with a high degree of centralization. These systems were more controllable and efficient, and these large centralized bureaucracies dominated urban education for the first half of the 20th century until the civil rights movement pushed schools to be more responsive to diverse students by returning schools to community control to some extent. In the 1980s, centralization again gained support, but the 1990s have brought reforms that include charter schools, vouchers, and privatization. Profiles are included of the school systems of: (1) Baltimore (Maryland); (2) Chicago (Illinois); (3) Cleveland (Ohio); (4) Milwaukee (Wisconsin); (5) Minneapolis (Minnesota); (6) New Brunswick (Canada); and (7) the District of Columbia. Each profile is organized around a framework that includes legal basis for the reform, district demographics, district leadership, parent and community involvement, changes to collective bargaining, evaluation, costs, and reform results to date. A table displays some of the common elements of the various governance reforms. (Contains 18 references.) (SLD)

ED 406 495 UD 031 658

Irby, Beverly J.; And Others
Building a Community of Learners through a Professional Development Model.
PUB DATE- 8 Apr 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College School Cooperation; College Students; *Community Development; *Education Majors; Elementary Education; Field Experience Programs; Higher Education; Learning; Models; *Partnerships in Education; *Professional

(Columbia, Missouri) March 24-26, 1994). Four chapters are revisions of presentations at this symposium. Taken with the others, they explore the relationship between education and race and ethnicity, with an emphasis on black Americans. They analyze structural and social-organizational factors in schools and communities that make a real difference in the lives of children. The following chapters are included: (1) "Race, Ethnicity, and Schooling in America: An Introduction" (Peter M. Hall); (2) "Education in a Multicultural Society" (Bart Landry); (3) "Familial Predictors of Educational Attainment: Regional and Racial Variations" (Aaron Thompson and Reid Luhman); (4) "Teachers as Social Scientists: Learning about Culture from Household Research" (Luis C. Moll and Norma Gonzalez); (5) "Tracking Untracking: The Consequences of Placing Low-Track Students in High-Track Classes" (Hugh Mehan); (6) "Changing the Discourse in Schools" (Eugene Eubanks, Ralph Parish, and Dianne Smith); (7) "Making Multicultural Education Policy: The Transformation of Intentions" (Margaret Placier, Peter M. Hall, and Barbara Jo Davis); and (8) "The Integration of Restructuring and Multicultural Education as a Policy for Equity and Diversity" (Peter M. Hall). References follow each chapter. (Contains 13 figures and 3 tables.) (SLD)

ED 406 514   UD 031 680

Bank, Barbara J., Ed.; Hall, Peter M., Ed.
Gender, Equity, and Schooling. Policy and Practice. Missouri Symposium on Research and Educational Policy, Volume 2. Garland Reference Library of Social Science, Volume 1143.
PUB DATE- 97
NOTE- 252p.; For a related document, see UD 031 679.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Educational Administration; Educational Change; *Educational Policy; Educational Practices; *Elementary Secondary Education; *Equal Education; Ethnicity; *Racial Differences; *Sex Differences; Sex Fairness; Sexuality; Teacher Attitudes
IDENTIFIERS- Missouri

Chapters in this volume are based on papers presented at the Second Missouri Symposium on Research and Educational Policy (Columbia, Missouri) March 30-31, 1995), but the collection is not a report of symposium proceedings. Instead, these papers provide readers with an understanding of the gendered nature of schooling and educational policy at multiple levels. The book also examines the relationships among gender equity, academic achievement, and educational reform. The following chapters are included: (1) "Introduction: Some Paradoxes of Gender Equity in Schooling" (Barbara J. Bank); (2) "State Policies and Gender Equity: Comparative Perspectives" (Nelly P. Stromquist); (3) "Undomesticated Gender Policy" (Catherine Marshall); (4) "Sexual Aggression within the School Culture" (Donna Eder); (5) "Issues of Race and Gender in the Educational Achievement of African American Children" (Cynthia A. Hudley); (6) "Gender Equity and the Organization of Schools" (Valerie E. Lee); (7) "Race, Gender and Ethnicity: How They Structure Teachers' Perceptions of and Participation in the Profession and School Reform Efforts" (Michele Foster); (8) "Gender and School Administration" (Marilyn Tallerico); and (9) "Epilogue: Schooling, Gender, Equity, and Policy" (Peter M. Hall). References follow each chapter. (SLD) influenced by local differences. The reading comprehension tests assess a student's ability to comprehend written material that is appropriate for the grade level and the ability to use strategies to enhance reading comprehension. The mathematics tests assess computation and mathematics applications. The tests described in this publication are administered during the last 3 weeks of the school year. For both sets of tests, the report describes: (1) item development; (2) test development; (3) scores and scales; (4) descriptive statistics and reliability; and (5) validity. Six appendixes provide sample test items and discuss aspects of test construction and scoring in detail. (Contains 26 tables, 25 figures, 20 appendix graphs, 12 appendix tables, and 37 references.) (SLD)

ED 406 398 TM 026 262

Scatter Matters: A Middle-School Mathematics Unit Focusing on Scatterplots, Correlation, and Cause and Effect. EQUALS Investigations Units.
PUB DATE- 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Correlation; Data Analysis; Data Collection; Educational Assessment; Equal Education; Intermediate Grades; Junior High Schools; *Mathematics; Mathematics Instruction; *Middle Schools; Minority Groups; *Statistics; Teacher Education; Teaching Methods
IDENTIFIERS- *EQUALS Program; *Scattergrams

EQUALS is a teacher education program that helps educators acquire methods and materials to attract minority and female students to mathematics. The Investigations Units, of which this document is an example, provide ideas and materials for middle schools. This unit is primarily about displaying data using number-line plots and scatter plots and using these displays to learn about the data. Scatter plots show the relationship between sets of numbers. They are used to help decide how strongly two variables or characteristics are associated or correlated. By using data generated by and about the students the statistical techniques are anchored in a context that is meaningful to them. Students work in groups, pairs, individually, and as a class in this unit, which takes about 15 hours of class time. The sessions are: (1) data collection; (2) single-item data; (3) paired data, scatter plots, and making inferences; (4) the individual project; and (5) the end-of-unit assessment. Masters for transparencies and Spanish translations of selected student worksheets are attached. (Contains 16 figures and 28 references.) (SLD)

ED 406 399 TM 026 263

Branden, Laura; And Others
The Effect of Interview Length on Attrition in the National Longitudinal Survey of Youth. National Longitudinal Surveys Discussion Paper.
SPONS. AGENCY- Bureau of Labor Statistics, Washington, DC.
PUB DATE- Mar 95
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Data Collection; Elementary Secondary Education; Foreign Countries; International Education; *International Studies; *Mathematics Tests; *Quality Control; Questionnaires; Reliability; Research Methodology; Sampling; *Science Tests; Scoring; Tables (Data); Testing; Translation

IDENTIFIERS- International Assn Evaluation Educ Achievement; Monitoring; *Third International Mathematics and Science Study

The Third International Mathematics and Science Study (TIMSS) is the most ambitious study conducted by the International Association for the Evaluation of Educational Achievement to date. TIMSS developed and administered tests and questionnaires in three student populations to study achievement in participating countries and the factors associated with high achievement. Contributions to this volume describe the main elements of the effort to assure the quality of TIMSS data, focusing on such issues as the translation of the achievement tests from English into the 30 other languages of the study, sampling from the 45 participating countries, and reliability questions. The following chapters are included: (1) "Translation, Verification" (Ina V. S. Mullis, Dana L. Kelly, and Kathleen Haley); (2) "Sampling" (Pierre Foy, Michael O. Martin, and Dana L. Kelly); (3) "Monitoring the TIMSS Data Collection" (Michael O. Martin, Craig D. Hoyle, and Kelvin D. Gregory); (4) "Observing the TIMSS Test Administration" (Michael O. Martin, Craig D. Hoyle, and Kelvin D. Gregory); (5) "Quality Control Steps for Free-Response Scoring" (Ina V. S. Mullis and Teresa A. Smith); and (6) "Data Consistency Checking across Countries" (Heiko Jungclaus and Michael Bruneforth). Nine appendixes present supplemental information about study methodology. (Contains 1 figure, 28 tables, and 3 appendix tables.) (SLD)

ED 406 418 TM 026 340

Martin, Michael O., Ed.; Kelly, Dana L., Ed.

Third International Mathematics and Science Study. Technical Report. Volume I: Design and Development.

PUB DATE- 96

NOTE- 270p.; Funding for the international coordination of the Third International Mathematics Study is provided by the National Center for Education Statistics, the National Science Foundation, the International Association for the Evaluation of Educational Achievement, and the Canadian government.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Achievement; Comparative Analysis; Data Collection; Elementary Secondary Education; Foreign Countries; International Education; *International Studies; *Mathematics Tests; Quality Control; Questionnaires; Reliability; *Research Design; Research Methodology; Sampling; *Science Tests; Scoring; Tables (Data); *Test Construction; Testing; Translation

IDENTIFIERS- International Assn Evaluation Educ Achievement; Monitoring; *Third International Mathematics and Science Study

The Third International Mathematics and Science Study (TIMSS) developed and administered tests and questionnaires in three student populations to document the quality of mathematics and science education in 45 participating countries. Study design, instrument development, and research procedures were achieved through a complex collaborative process. This volume of the

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Early Childhood Education; Intelligence Tests; Kindergarten; Parent Attitudes; *Parents; Prediction; *School Readiness Tests; *Standardized Tests; Teacher Attitudes; Teachers; Test Anxiety; Test Results; *Test Use; *Young Children
IDENTIFIERS- New York

Many public and private kindergartens in New York use standardized tests for admission into their programs. How parents and teachers feel about these tests was studied. Parents were asked whether their child had taken any standardized kindergarten admission test, whether they discussed the results with a professional, whether the results really reflected the child, whether the testing process was stressful for the child, and whether the child was accepted into the school. Eighteen of 20 parents responded to a questionnaire, and 16 of them were interviewed. All said their children were accepted into the program, although two chose other alternatives. All the children had taken Stanford-Binet or Educational Research Bureau tests. All but two families had received an oral or written report from a testing professional. Most parents thought that the test had been more stressful for them than for the child. Whether the parent thought the test was really predictive of academic success seemed to depend on the child's performance on the test. Ten teachers who were asked about the tests were aware of the many variables that could affect scores and were wary about the practice of testing children at such a young age. Reliance on early childhood test results may mean that schools are forgetting what early childhood education really is. (Contains 13 references.) (SLD)

ED 406 437 TM 026 415

Shapley, Kelly S.; And Others
The Development of a Title I Portfolio Assessment for the Primary Grades.
PUB DATE- Jan 97
NOTE- 32p.; Paper presented at the Annual Meeting of the Southwest Educational Research Associates (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; Language Arts; Performance Based Assessment; *Portfolio Assessment; Portfolios (Background Materials); *Primary Education; Reading Tests; *Test Construction; Test Reliability; Test Validity
IDENTIFIERS- *Dallas Independent School District TX; Elementary Secondary Education Act Title I

The implementation of the Dallas (Texas) Public Schools 1995-96 Title I PK-2 reading and language arts portfolio entailed monitoring and data collection to determine the student outcomes and the technical quality of the instrument. A total of 2,001 portfolios were reviewed for prekindergarten through grade 2. The components were generally in place in the 71 schools monitored. Although improvement was noted between the fall and winter, the percentage of portfolios with student ratings and links to instructional goals was still low (65%) at the time of monitoring. Teachers made an effort to diversify the types of work samples they used to assess their students' performance. Mean instructional goal ratings for the fall (1.57), winter (2.02), and spring (2.51) rating periods indicated that students made consistent progress toward grade-level performance. Approximately 45% of the Title I students

Service (ETS) in 1983. Today the reports of the NAEP reach wide audiences of school officials and educators at all levels, policymakers, and the public. The Reading Report Card, the Young Adult Literacy Survey, and the Writing Report Card have provided a view of the state of literacy in the United States for those up to the age of 25. The ETS proposal for the new NAEP featured regular assessment cycles, information by grade level and age, sampling and assessment techniques that will enable the NAEP to create achievement scales for each subject, and improved testing administration and governance. NAEP reports have revealed some improvements in reading achievement and some weaknesses in writing achievement. Other reports have considered higher order thinking skills among young Americans and writing skills. Assessments for 1986, in the pipeline at the time of the report, and 1988, in the design stage, will continue NAEP's efforts to serve as a central source of information about educational progress and the context in which it takes place. (SLD)

ED 406 456 TM 026 835

Perie, Marianne; And Others
Time Spent Teaching Core Academic Subjects in Elementary Schools. Comparisons across Community, School, Teacher, and Student Characteristics. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 97
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Core Curriculum; Elementary Education; Institutional Characteristics; *Language Arts; Low Income Groups; *Mathematics; Minority Groups; National Surveys; Private Schools; Public Schools; Reading; Scheduling; School Size; *Sciences; *Social Studies; Student Characteristics; Teacher Characteristics; Time Factors (Learning); *Time Management; Time on Task; Urban Schools
IDENTIFIERS- *Schools and Staffing Survey (NCES); Teacher Satisfaction

The proportion of time that elementary school teachers use to teach core academic subjects (English/reading/language arts, mathematics, social studies, science) is an important aspect of instruction. Spending a large proportion of time teaching core curriculum subjects may be important not only in terms of school quality, but also in terms of teacher satisfaction. This report compares the amount of time spent teaching the four basic subjects to the amount of time students spend in school each week. It compares various school and student variables, such as control of school, urbanicity, school size, percentage of minority students, and percentage of students eligible for free lunch, as well as other classroom and teacher variables. Data come from the Schools and Staffing Survey for years 1987-88 to 1993-94. Given the heterogeneity of schools in the United States, remarkably few differences were found in the percentage of school time teachers in the first four grades spent on the core subjects. Public school teachers spent about 68% of their time, or almost 22 hours each week, on core curriculum, and private school elementary teachers spent about 58% of their time. The percentage of time spent on core subjects changed relatively little from 1987 to 1994. However, teachers spent more time on out-of-classroom activities in 1993-94, a finding that may explain how teachers balance the pressures of

Maternal & Child Health Leadership Conference (Chicago, Illinois, September 14-16, 1995).
SPONS. AGENCY- Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 95
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agency Cooperation; *Child Health; *Community Programs; Disadvantaged Youth; *Health Services; Mothers; *Partnerships in Education; Professional Development; Program Descriptions; Program Development; *Urban Youth

CityMatCH is a national organization of urban maternal and child health programs and leaders. In 1995, CityMatCH sponsored a conference at which urban maternal and child health leaders from city and county health departments across the country came together for professional development and networking. This report of highlights from the conference presents summaries of the following papers as selected remarks from the conference: (1) "Opening Remarks" (Peter Morris); (2) "The Essential Ingredients of a Successful Community Partnership" (David Satcher); (3) "Re-Inventing Public Health" (Hugh F. Stallworth); (4) "Protect Children, not Guns: What Are the Next Steps?" (Katherine Kaufer Christoffel); (5) "Total Quality Management Workshop Summary" (Irene Bindrich); and (6) "Closing Remarks" (Carolyn Slack). These summaries are followed by an index of cities profiled in 1995 (in chart form). The bulk of the report consists of 70 program descriptions, which include information about objectives, accomplishments, funding, community partners, and program evaluation. A list of program participants is attached. (SLD)

ED 406 475 UD 031 631

A Celebration of Teaching! IMPACT II.
SPONS. AGENCY- Ameritech Foundation, Chicago, IL.
PUB DATE- 96
NOTE- 68p.; Funding also provided by Ameritech Ohio.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Creativity; *Curriculum Development; Educational Change; *Educational Innovation; Elementary School Curriculum; Elementary Secondary Education; *Instructional Improvement; Instructional Leadership; *Professional Development; Recognition (Achievement); Secondary School Curriculum; *Teacher Developed Materials; Teacher Role; Urban Schools
IDENTIFIERS- *IMPACT II; Ohio

IMPACT II is a program for professional development of teachers in the Akron, Canton, Cleveland, Columbus, Dayton, Toledo, and Youngstown (Ohio) areas that assists educational reform by providing innovative teacher-developed curriculum ideas, teacher-to-teacher networks, teacher recognition, and discretionary funds for teachers. IMPACT II recognizes teachers for creativity in curriculum and instruction and enables them to share ideas professionally. The program awards individual grants to teachers who have developed innovative and successful curriculum projects and team disseminator grants to teams who work collaboratively across subject areas, grade levels, and schools. This publication profiles 192 projects selected as

Development; Student Teachers; Student Teaching; *Teacher Education
IDENTIFIERS- Preservice Teachers; *Sam Houston State University TX

An effective partnership among university students and professors, school district administrators, teachers, elementary school students, and parents from the school community is described. Relationships originally formed through a Title VII Transitional Bilingual Education grant were strengthened through the development of the Sam Houston State University Center for Professional Development. The Center differed from many other partnerships in that college students (preservice teachers) attended classes at the elementary school site. Twenty-four college students majoring in education took three courses in elementary education and were required to work with a cooperating teacher during the methods course semester. Students spent between 3 and 7 hours a week in their assigned classrooms. They observed the classroom teachers and university teachers as they delivered model lessons, and then began to teach classes themselves. Preservice teachers, classroom teachers, and college faculty saw themselves as members of the community. In addition, the diverse nature of the student body promoted the development of a multicultural attitude among the preservice teachers. As the field-based experiences developed, the educational community began to reach out to parents, providing Saturday classes in English as a second language and computer skills. Field-based experiences of this type, given the right components, can work in any community. A key factor in the success of this program was that all partners saw themselves as significant components of the learning community. (Contains 1 table and 16 references.) (SLD)

ED 406 496 UD 031 659

Somach, Susan D.
Meeting the Needs of Bosnian Refugees (Chicago, IL, February 27-March 2, 1995).
PUB DATE- 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Acculturation; Cultural Awareness; Employment Opportunities; Foreign Countries; Health; *Immigrants; *Needs Assessment; *Refugees; *Relocation; *Social Services; State Programs; Workshops
IDENTIFIERS- *Bosnians; Illinois (Chicago); Orienting Information; *Yugoslavia (Bosnia)

Since July 1994 the U.S. Department of State has supported the programs of the Catholic Migration Commission to conduct predeparture orientation for U.S.-bound refugees from Bosnia. The orientation program operates in several sites in Croatia to prepare Bosnian refugees for resettlement in the United States. To create links between overseas orientation and domestic resettlement, the Department of State asked the Center for Applied Linguistics to organize a conference, which was held in February and March 1995. This report documents the presentations given by individuals and agencies and discussions about important orientation issues. Nancy Jackson from the U.S. Department of State spoke about Bosnian resettlement and the expectation that the situation would become even more complicated. Nick Miscione of the International Catholic Migration Commission discussed the orientation program in detail. Ed Silverman, of the Illinois state refugee program, reviewed the state's efforts for resettlement and the

DESCRIPTORS- Adolescents; *Attrition (Research Studies); Equations (Mathematics); *Interviews; *Longitudinal Studies; *National Surveys; Response Rates (Questionnaires); Responses; *Sample Size; Young Adults
IDENTIFIERS- National Longitudinal Survey of Youth; Nonresponders

The effect of interview length on wave nonresponse in a longitudinal survey was studied, controlling for respondent-specific characteristics known to affect survey response. Data from the National Longitudinal Survey of Youth were used, for a sample of over 10,000 people who were 14 to 22 years old when first interviewed in 1979. These individuals have been interviewed annually every year since, yielding 16 years of data. Over the years, the length of the interview has varied. A transition probability model is estimated using hazard equations. With personal, demographic, and environmental factors known to influence survey response and several measures of respondent attitude and cooperation held constant, longer interview length was associated with sample retention. With the hypothesis that interview length may proxy for some uncontrolled dimension of respondent cooperation, an alternative measure to interview length, the number of questions asked, was constructed. Reestimating the hazards with this variable generates similar findings. It is conjectured that survey length, whether measured in minutes or in the number of questions asked, measures the salience or applicability of the survey to the respondent. Those with characteristics most important to the content of the survey have the longest interviews and are also the most interested. It is proposed that survey instruments be designed with questions applicable to all respondents, focusing less on the average length of the interview and more on the range of potential interview lengths. An appendix presents variable definitions and tables of nonresponse estimation hazard by subgroups. (Contains five tables, seven figures, five appendix tables, and eight references.) (SLD)

ED 406 400   TM 026 264

Goldhaber, Dan D.; Brewer, Dominic J.
Evaluating the Effect of Teacher Degree Level on Educational Performance.
PUB DATE- Dec 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; English; Evaluation Methods; Grade 8; *Graduate Study; Higher Education; History; *Knowledge Base for Teaching; Mathematics; National Surveys; *Outcomes of Education; Sciences; Secondary Education; *Teacher Characteristics; Teacher Education
IDENTIFIERS- National Education Longitudinal Study 1988; Subject Content Knowledge

Data from the National Educational Longitudinal Study of 1988 (NELS:88), which allow students to be linked to particular teachers, are used to estimate the impact of teacher degrees on student performance in the subject areas of mathematics, science, English, and history. The NELS:88 was a nationally representative survey of about 24,000 eighth graders in 1988, about 18,000 of whom were surveyed again in 1990. It was found that several teacher characteristics do appear to make a difference in student performance. Teachers certified in mathematics and those with Bachelors' or Masters' degrees in mathematics and science were associated with higher student technical report focuses on study design and development. Each chapter addresses a critical issue in development. Documentation of TIMSS implementation and analytic procedures will be presented in a future volume. Chapters are: (1) "Third International Mathematics and Science Study: An Overview" (Michael O. Martin); (2) "Development of the TIMSS Achievement Tests" (Robert A. Garden and Graham Orpwood); (3) "The TIMSS Test Design" (Raymond J. Adams and Eugenio J. Gonzalez); (4) "Sample Design" (Pierre Foy, Keith Rust, and Andreas Schleicher); (5) "Development of the TIMSS Context Questionnaires" (William H. Schmidt and Leland Cogan); (6) "Development and Design of the TIMSS Performance Assessment" (Maryellen Harmon and Dana L. Kelly); (7) "Scoring Techniques and Criteria" (Svein Lie, Alan Taylor, and Maryellen Harmon); (8) "Translation and Cultural Adaptation of the Survey Instruments" (Beverley Maxwell); (9) "Field Operations" (Andreas Schleicher and Maria Teresa Siniscalco); (10) "Training Sessions for Free-Response Scoring and Administration of Performance Assessment" (Ina V. S. Mullis, Chancey Jones, and Robert A. Garden); and (11) "Quality Assurance Procedures" (Michael O. Martin, Ina V. S. Mullis, and Dana L. Kelly). Three appendixes present acknowledgments, TIMSS test blueprints, and survey operations forms. (Contains 13 figures, 71 tables, and 8 appendix tables.) (SLD)

ED 406 419 TM 026 341

Beaton, Albert E.; And Others
Mathematics Achievement in the Middle School Years. IEA's Third International Mathematics and Science Study (TIMSS).
PUB DATE- 96
NOTE- 243p.; Funding for the international coordination of the Third International Mathematics Study is provided by the U.S. National Center for Education Statistics, the U.S. National Science Foundation, the International Association for the Evaluation of Educational Achievement, and the Canadian government.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110),Collected Works - General (020)
DESCRIPTORS- Comparative Analysis; Data Collection; Family Environment; Foreign Countries; Grade 7; Grade 8; International Education; *International Studies; Junior High Schools; *Mathematics Achievement; Mathematics Tests; *Middle Schools; Performance Factors; Questionnaires; Reliability; Research Methodology; Sampling; Scoring; Sex Differences; Tables (Data); Test Construction; *Test Results; Translation
IDENTIFIERS- International Assn Evaluation Educ Achievement; Middle School Students; *Third International Mathematics and Science Study

The Third International Mathematics and Science Study (TIMSS) is the largest and most ambitious study undertaken by the International Association for the Evaluation of Educational Achievement. Forty-five countries collected data in more than 30 languages. Five grade levels were tested in the two subject areas, so that more than half a million students were tested around the world. This report addresses middle-school mathematics achievement (grades seven and eight) in six content areas: (1) fractions and number sense; (2) measurement; (3) proportionality; (4) data representation, analysis, and probability; (5) geometry; and (6) algebra. Results cover 41 countries with complete data collection. Singapore was the top-mastered the portfolio. Reliability and validity of the instrument were problematic. Validity was undetermined in part due to implementation differences at individual schools. An appendix contains student summaries by grade level. (Contains one figure, seven tables, and five references.) (Author/SLD)

ED 406 438 TM 026 417

Whitaker, Jean S.
Interpretation of Structure Coefficients Can Prevent Erroneous Conclusions about Regression Results.
PUB DATE- 25 Jan 97
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; Factor Analysis; Predictor Variables; *Regression (Statistics); *Research Methodology; Research Problems
IDENTIFIERS- Beta Weights; *Structure Coefficients

The increased use of multiple regression analysis in research warrants closer examination of the coefficients produced in these analyses, especially ones which are often ignored, such as structure coefficients. Structure coefficients are bivariate correlation coefficients between a predictor variable and the synthetic variable. When predictor variables are correlated with each other, regression results may be seriously distorted by failure to interpret structure coefficients. Structure coefficients have analogues in all analyses (e.g., canonical analysis, factor analysis, and discriminant analysis) and should be interpreted in all analyses. Several examples of research in which not examining structure coefficients led to misinterpreting results are cited. A small heuristic example is presented to provide a concrete example of how interpretation of regression results might differ when predictor variables are correlated with each other. The astute researcher should examine both beta weights and structure coefficients when interpreting regression results with correlated predictor variables. (Contains 1 figure, 1 table, and 27 references.) (Author/SLD)

ED 406 439 TM 026 418

Bush, Joan
Youth and Family Centers: Evaluation of an Integrated School-Based Health Care Program.
PUB DATE- Jan 97
NOTE- 30p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comprehensive Programs; Elementary Secondary Education; *Family Programs; Health Services; *Integrated Services; *Parents; *Principals; Program Evaluation; Resource Allocation; Standardized Tests; Test Results; *Youth Programs
IDENTIFIERS- Dallas Independent School District TX; Iowa Tests of Basic Skills; Texas Assessment of Academic Skills

Title XI of the Elementary and Secondary Education Act as amended instructional time and time for additional responsibilities. Three appendixes contain tables concerning time allocation, standard errors for those tables, and technical notes for the analysis. (Contains 5 tables, 22 appendix tables, 4 figures, and 17 references.) (SLD)

ED 406 457 UD 029 107

Isaacs, Mareasa R.
Violence: The Impact of Community Violence on African American Children and Families: Collaborative Approaches to Prevention and Intervention. Workshop Summary (New York, New York, June 13-15, 1991).
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 92
NOTE- 100p.; A collaboration of the Children's Safety Network and the Child and Adolescent Service System Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agency Cooperation; At Risk Persons; *Black Community; Black Culture; Black Family; Black Youth; Children; *Disadvantaged Youth; Emotional Development; *Intervention; *Prevention; Program Descriptions; Racial Relations; Social Development; *Violence; Workshops
IDENTIFIERS- *African Americans

This publication presents the substance of a conference on collaborative approaches to prevention and intervention for African American families exposed to community violence. Participants included child and maternal mental health professionals and others involved in public health, juvenile justice, child welfare, education, child advocacy, and other federal programs. This report summarizes the key workshop presentations on the impact of community violence on African American children and families. The first section provides an overview of the scope of the problems. A summary report reviews the theoretical and conceptual frameworks that have guided research in this area. The third section focuses on the impact of community violence on the social and emotional development of African American children. An overview of prevention programs that have been developed to address violence is presented in the fourth section. The fifth section provides discussion of three violence prevention programs in Massachusetts, California, and Ohio. The sixth section addresses the lack of involvement from mental health professionals in the area of community violence. The final section presents three discussions of new directions that must be taken to more effectively address violence in the African American community. Appendixes contain a conference agenda, an 18-item annotated bibliography, a 4-item annotated resource list, and a participants list. (JB)

ED 406 458 UD 029 542

Brown, Patricia; Goren, Paul
Ability Grouping and Tracking: Current Issues and Concerns. Achieving National Education Goals.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 93
NOTE- 39p.

grant recipients in 1995. Teacher-developed curriculum ideas are presented for elementary and secondary levels in the following areas: (1) foreign language; (2) mathematics; (3) the arts; (4) language arts; (5) multidisciplinary approaches; (6) science; (7) social studies; and (8) special education. An index lists disseminators by school district. (SLD)

ED 406 476 UD 031 632

Hoerr, Thomas R.
Implementing Multiple Intelligences: The New City School Experience. Fastback 407.
PUB DATE- 96
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; Educational Assessment; *Educational Theories; Elementary Education; Individual Differences; *Intelligence; Parent Education; *Parent Participation; Performance Based Assessment; Portfolio Assessment; Preschool Education; Private Schools; *Teacher Role; Teaching Methods
IDENTIFIERS- Gardner (Howard); Missouri (Saint Louis); *Multiple Intelligences; Stakeholders

This brief reviews the concept of multiple intelligences (MI) and discusses the implementation of the theory of MI in the New City School, an independent school in St. Louis (Missouri). The theory of MI, as developed by Howard Gardner, says that there are at least seven different intelligences: linguistic, logical, musical, bodily-kinesthetic, spatial, interpersonal, and intrapersonal. Everyone possesses some degree of each of the seven, but no two individuals have exactly the same configuration. MI theory is not a theory of learning styles nor a curriculum in its own right. An MI approach means that different intelligences are recognized and valued. The implementation of MI theory in a school is context- and teacher-specific, but the three essentials in implementing MI theory are putting students first, educating all stakeholders, and recognizing teachers as the key. Most MI classrooms provide cues, such as posters, that remind students and teachers of the intelligences. It is not realistic to include all intelligences in every lesson, but remaining aware of the possibilities means that they can be brought into lessons frequently. Educational assessment should take multiple intelligences into account through performance assessments such as portfolios. Educating parents about multiple intelligences is a key component of school success with MI theory. (Contains one figure and six references.) (SLD)

ED 406 477 UD 031 633

Ayers, William
A Kind and Just Parent: The Children of Juvenile Court.
PUB DATE- 97
NOTE- 206p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; Childrens Rights; Child Welfare; *Correctional Rehabilitation; Court Litigation; *Delinquency; Government Role; *Juvenile Justice; Prisoners; *Secondary Education; Teacher Role; Teaching Methods; Urban Youth; Youth

experiences of the Bosnian-American community in Chicago. Several social service agency directors discussed aspects of their work with Bosnian refugees. On the second and third days of the conference, the focus was on the health issues of Bosnian refugees and the operations of the Bosnian Refugee Center. Employment issues also received consideration. A fact sheet about Bosnian refugees is attached. (SLD)

ED 406 497 UD 031 660

Somach, Susan D., Comp.
Issues of War Trauma and Working with Refugees. A Compilation of Resources.
PUB DATE- 95
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Child Development; *Children; Childrens Rights; Coping; Delivery Systems; English (Second Language); Foreign Countries; *Immigrants; Posttraumatic Stress Disorder; *Refugees; Second Language Learning; *War; World Problems
IDENTIFIERS- Cambodia; Holocaust; *Traumas; Yugoslavia

The Center for Applied Linguistics has compiled these resources on the subjects of war trauma and working with refugees to guide refugee service providers and classroom teachers. The materials include background information about trauma and posttraumatic stress disorder and specific information about problems of refugees and victims of war trauma. The selections in the compilation are designated Appendixes. The United Nations, through its High Commissioner for Refugees and its statement on the rights of the child (Appendix A) has recognized the problems children, especially those from Bosnia, face. Two appendixes (B and C) discuss trauma, posttraumatic stress disorder, and refugees. Two selections focus on children and trauma and consider general developmental issues and coping with grief and the aftermath of disaster. "War Trauma and Refugee Children" contains a description of a film about the effects of torture on children, a discussion of traumatic human rights abuse, and a two-part article on the effects of massive trauma on Cambodian children. "Children of Holocaust Survivors" contains two articles on the symptoms and treatment of child survivors of the Holocaust. A brochure produced to help refugees from the former Yugoslavia cope with trauma is included, and the final section contains six selections on war trauma as an aspect of educating students in the English as a second language classroom. (Contains 19 references.) (SLD)

ED 406 498 UD 031 662

Taylor, George R.
Curriculum Strategies: Social Skills Intervention for Young African-American Males.
PUB DATE- 97
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Patterns; *Black Students; Disadvantaged Youth; Elementary Secondary Education; Integrated Activities; *Interpersonal Competence; *Intervention; *Males; Parent

performance scores. Mathematics and science degrees were not found to influence student outcomes in English and history, suggesting that it is the subject-specific training rather than teacher ability that results in improved performance. This finding suggests that student achievement in technical subjects can be improved by requiring in-subject teaching. (Contains 4 tables and 16 references.) (SLD)

ED 406 401 TM 026 274

Bruckerhoff, Charles; And Others
Celebration of Excellence 1986-1996. Summative Evaluation.
PUB DATE- Sep 96
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Awards; *Curriculum Development; Educational Innovation; Elementary School Teachers; Elementary Secondary Education; Excellence in Education; Incentives; Instructional Effectiveness; Professional Development; *Professional Recognition; Program Evaluation; *Recognition (Achievement); Rewards; Secondary School Teachers; *Summative Evaluation
IDENTIFIERS- *Connecticut

The Connecticut State Department of Education began the Celebration of Excellence in 1986 as a program to recognize and reward veteran teachers for their development of innovative and exemplary classroom curriculum projects. The program has received substantial support from private and public sectors. This report is a summative evaluation of Celebration's accomplishments in its first decade. So far, Celebration has presented awards for excellence in teaching to 1,125 teachers who designed 770 curriculum projects. Celebration was evaluated through interviews with 56 award recipients and program administrators and a mail survey completed by 25% of the 50 award recipients who were sent questionnaires. Analyses of data indicate that Celebration of Excellence is a success in the opinion of all participants. It has restored teachers' sense of pride in work, self-confidence, and self-esteem. Criticism focused on the program's emphasis on the individual more than on a broader, statewide approach to teacher professional development. Participants also expressed concerns about the quality of some of the curriculum projects and the mismatches between some projects and the actual curriculum needs of different schools. Participants also noted that the demand for work on the program's operations exceeded the capacity of available assistants. It is concluded that the Celebration of Excellence has accomplished its original objectives, and that conditions of education in Connecticut are substantially different than they were when the Celebration began. An appendix presents tables of applicants, awards, and professional activities. (SLD)

ED 406 402 TM 026 275

Bruckerhoff, Charles; Bruckerhoff, Theresa
Connecticut Academy for Education in Mathematics, Science, and Technology. Project CONNSTRUCT 1991 to 1996. Summative Evaluation.
PUB DATE- Sep 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

performing country at both grade levels, with Korea, Japan, and Hong Kong also performing very well. There were large differences in average achievement between top performers and bottom performing nations. Gender differences in mathematics achievement were small or nearly nonexistent in most countries, but when they did appear, they favored boys. In nearly every country there was a strong positive relationship between student enjoyment of mathematics and higher achievement. Home factors were strongly related to mathematics achievement in every participating country, but relationships between instructional variables and achievement were less clear. In every country, the pattern was for the eighth grade student whose parents had more education to also have higher achievement in mathematics. The amount of television viewing was negatively associated with mathematics achievement. The document's introduction provides information on each country's characteristics including demographics, public expenditures on education, organization of educational system. Chapters address: (1) International Student Achievement in Mathematics; (2) Average Achievement; (3) Performance on Items within Each Mathematics Content Area; (4) Students Backgrounds and Attitudes towards Mathematics; and (5) Teachers and Instruction. Appendixes include: Overview of TIMSS Procedures; Test-Curriculum Matching Analysis; Selected Mathematics Achievement Eighth-Grade Results for the Philippines, Denmark, Sweden, and German-Speaking Switzerland; and Percentiles and Standard Deviations of Mathematics Achievement. (SLD)

ED 406 420 TM 026 343

Boser, Judith A.
Research on Mail Survey Methods: Potential Confounding of Treatment Effects Due to Followup Contacts.
PUB DATE- Nov 96
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Control Groups; *Experimental Groups; *Followup Studies; Incentives; *Mail Surveys; Meta Analysis; *Research Methodology; Research Problems; *Response Rates (Questionnaires)

This review focuses on the effects of multiple contacts with respondents on studies of response rates to mail surveys. After screening articles on research criteria, such as the presence of original research and sufficient reporting detail, 28 studies remained of the original 208 identified. The difference in response rate between treatment and control groups (or comparison groups) was calculated for each point in the process, such as initial and followup contacts. In 16 cases, the difference in response rate between treatment and control (or between treatment groups) was increased when a second contact was instituted, In 27 cases, however, it was diminished, and in 7 cases it reversed. Findings tend to be inconclusive, but it can be seen that followups have the potential for confounding the results of experiments aimed at determining the most effective procedures for facilitating response rates in mail surveys. The most consistent finding is that one followup is more likely to decrease the effect of the manipulation than to enhance or reverse it. However, the magnitude of group differences must be considered along with by the Improving America's Schools Act of 1994 allows the Dallas (Texas) public schools to redirect up to 5% of each appropriation received through the Act for the purpose of providing a comprehensive approach to meeting the educational, health, social service, and other needs of children and families. As a result, nine Youth and Family Centers were opened. Each provided coordinated, integrated physical health, mental health, and other support services. In all, 3,407 students received services, for a total of 3,686 physical health visits and 2,677 mental health visits. In addition, 1,485 visits were for support services. Results of the questionnaire completed by 75 principals were positive and showed that principals felt that centers provided quality services, had a positive reputation, and were valuable to the students. Responses to the Family Satisfaction Questionnaire from 273 parents were strongly positive and showed that families were pleased with services, staff, and knowledge they had gained. Students referred to the Youth and Family Centers had fewer discipline referrals, course failures, absences, and nurse visits in the school year. Although these results were statistically significant, they were not of practical significance. Results on the Texas Assessment of Academic Skills improved, but results from the Iowa Tests of Basic Skills did not. When the district's Student Effectiveness Indices were calculated and concomitant variables were controlled, students were at expectations on both standardized tests. (Contains 11 tables and 10 references.) (Author/SLD)

ED 406 440 TM 026 419

Dawson, Thomas E.
A Primer on Experimental and Quasi-experimental Design.
PUB DATE- Jan 97
NOTE- 28p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Cohort Analysis; Comparative Analysis; *Control Groups; Counselors; *Experiments; *Pretests Posttests; Psychologists; *Quasiexperimental Design; *Research Design; Research Methodology
IDENTIFIERS- Nonequivalent Control Groups; Time Series Analysis

Counseling psychology is a relatively new field that is gaining autonomy and respect. Unfortunately, research efforts in the field may lack an appropriate research design. This paper considers some of the more common types of research design and the associated threats to their validity. An example of each design type is drawn from the counseling literature. The three pre-experimental designs explored are the one-shot case study, the one-group pretest-posttest design, and the static-group comparison. True experimental designs yield results that are more trustworthy than the pre-experimental designs because random assignment is used. Three true experimental designs discussed are the pretest-posttest control group design, the posttest-only control group design, and the Solomon four-group design. When a true experimental design in not available for various reasons, the researchers can use a quasi-experimental design. The three major categories of quasi-experimental design are the nonequivalent-groups design, cohort designs, and time-series designs. (Contains 38 references.) (SLD)

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability Grouping; Academic Ability; *Accountability; Context Effect; Educational Change; *Educational Discrimination; Elementary Secondary Education; *Government Role; *Grouping (Instructional Purposes); Nondiscriminatory Education; Professional Development; School Readiness; Social Services; State Programs; Student Placement; *Track System (Education)
IDENTIFIERS- *Reform Efforts

Structures that produce negative effects for some children are discussed, including grouping practices. A role for the states in moving away from traditional approaches is outlined. Current ability grouping and tracking are critical barriers to creating high expectations for all students, and they perpetuate low levels of performance for average and below-average students and tend to maintain the low expectations often held for minority groups. Existing grouping practices tend to sort children out of learning opportunities. Systemic change is needed to link social service programs to the education system, to improve student readiness to enter school, and to define and implement accountability systems that the public understands and embraces. Change cannot occur over night, and the support of Governors and other policymakers is vital to the success of reform efforts. Some state efforts toward reform in the area of ability grouping and tracking are reviewed. Supportive state strategies are particularly possible in the areas of: (1) incentives to schools to consider more flexible grouping; (2) networks of practitioners to share successful approaches; (3) assistance to schools; (4) professional development; (5) communication; and (6) focus on the context of reform. Appendix A contains three essays on current practices, and Appendix B analyzes issues and recommendations from a recent working meeting on ability grouping and tracking. (Contains 22 references.) (SLD)

ED 406 459 UD 029 769

Deever, Bryan
The Panopticon of Tracking: Desegregation and Curriculum Change in a Southern School, 1968-1972.
PUB DATE- Apr 91
NOTE- 24p.; Paper presented at the Annual Meeting of the Society for the Study of Curriculum History (Chicago, IL, April 2, 1991). For a related document, see ED 367 749.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Curriculum Development; *Desegregation Effects; Desegregation Litigation; Desegregation Plans; Elementary Secondary Education; *Equal Education; Federal Legislation; Political Power; Power Structure; Public Schools; Racially Balanced Schools; *School Desegregation; Social Change; Social Structure; *Track System (Education)
IDENTIFIERS- *Bulloch County Public Schools GA; Foucault (Michel); United States (South)

As integration was enacted under federal mandate in Georgia in 1969, a number of parallel curricular changes were made. This paper examines those changes and the accompanying discursive practices that were produced in the context of school integration. Using a postmodern conception of power and the

Problems
IDENTIFIERS- *Illinois (Chicago)

This book tells the story of one year in the life of a juvenile court classroom. The Chicago (Illinois) juvenile court is the largest site of incarcerated youth in the world, and was the first state court provided exclusively for children. The experiences of the detention center school, focusing on the classroom of "Mr. B.," a committed teacher, tell the stories of urban youth who have committed crimes and the environments that brought them to the detention center. The Juvenile Court was intended to be a "kind and just parent" to its wards, but the gap between the crises faced by urban youth and the capacity of the court to address them continues to grow. The juvenile court system is not the kind and just parent it was intended to be, but in spite of its shortcomings, the detention center's teachers persevere in efforts to help these children. It is argued that the standard to apply when we think of justice for children is, is it good enough for my kids? Considerations about children in the juvenile justice system cannot be in the abstract. (SLD)

ED 406 478 UD 031 634

Dwivedi, Kedar N., Ed.; Varma, Ved P., Ed.
Meeting the Needs of Ethnic Minority Children. A Handbook for Professionals.
PUB DATE- 96
NOTE- 196p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adoption; *Child Health; *Community Programs; *Ethnic Groups; Family Programs; Foreign Countries; *Health Needs; Immigrants; *Minority Groups; *Professional Development; Residential Institutions; Therapy

Contributions to this collection emphasize pragmatic approaches to community health problems and focus on the health needs of ethnic minority children. The following papers are included: (1) "Introduction" (Kedar Nath Dwivedi); (2) "Culture and Personality" (Kedar Nath Dwivedi); (3) "The Immigrant (West Indian) Child in School" (Waveney Bushell); (4) "Anti-Racist Strategies for Educational Performance: Facilitating Successful Learning for All Children" (Gerry German); (5) "Adoption of Children from Minority Groups" (Harry Zeitlin); (6) "Residential Care for Ethnic Minorities Children" (Harish Mehra); (7) "The Health Needs of Children from Ethnic Minority" (Carolyn Bailey); (8) "Psychiatric Needs of Ethnic Minority Children" (Surya Bhate and Soni Bhate); (9) "Children, Families and Therapists: Clinical Considerations and Ethnic Minority Cultures" (Begum Maitra and Ann Miller); (10) "Emerging Ethnicity: A Tale of Three Cultures" (John Burnham and Queenie Harris); (11) "Family Therapy and Ethnic Minorities" (Annie Lau); and (12) "Community and Youth Work with Asian Women and Girls" (Radha Dwivedi). References follow the chapters. (Contains four charts and six figures.) (SLD)

ED 406 479 UD 031 635

Lakes, Richard D.
Youth Development and Critical Education: The Promise of

Participation; Self Esteem; *Teaching Methods; Urban Youth
IDENTIFIERS- *African Americans

This social skills curriculum has been developed as a guide to assist educators in instructing young African-American males how to determine what behaviors are acceptable and what are not acceptable in our society. Parents and other family members will also find these strategies useful for followup activities. The book does not address all dimensions of a functional curriculum, but it does provide a framework for innovative educators to extrapolate methods and procedures for teaching appropriate social and interpersonal skills to young African-American males. Appropriate social skills can be modeled and taught, and self-esteem can be promoted, but an integrated and coordinated program is needed to counter the fact that many habits are well entrenched by the time a child enters school. The following chapters focus on developing integrated curriculum strategies: (1) "Introduction"; (2) "Social Learning Theories: An Overview"; (3) "Behavioral Styles of Young African-American Males"; (4) "Practical Application of Social Learning Theories to Educating Young African-American Males"; (5) "Direct Intervention Techniques for Teaching Social Skills"; (6) "Parental Roles in Social Skills Development"; (7) "Overview: Evaluating Social Skills of Young African-American Males"; (8) "Social/Interpersonal Skills Curriculum for Young African-American Males"; and (9) "Summary." Six appendixes discuss strategies in more detail and list social skills to be taught, with some evaluation checklists. The last appendix lists 38 selected resources. (Contains 14 tables and 129 references.) (SLD)

ED 406 499 UD 031 663

Hopkins, Ronnie
Educating Black Males. Critical Lessons in Schooling, Community, and Power. SUNY Series, Urban Voices, Urban Visions.
PUB DATE- 97
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Students; *Curriculum; Educational Change; Elementary Secondary Education; Interpersonal Competence; *Males; *Nontraditional Education; Public Schools; Self Esteem; *Single Sex Schools; Teaching Methods; *Urban Youth
IDENTIFIERS- African Americans

This study examines the larger realities of African-American males and analyses the theoretical contexts of educational practices in alternative education schools and programs for African-American males. Chapter 1 provides an overview of the crises African Americans face and introduces the concepts of black all-male academies and the nature of power. In Chapter 2, "A Program of His Own: The Male Academy Movement," the all-male academy movement is traced, and the controversies surrounding this movement are explored. Chapter 3 identifies schools and programs designed to educate African-American males, describes their models, and discusses the teaching methods used in these efforts. In Chapter 4, "The New Program: Approaches to Teaching Black Males," strategies and methods currently used to promote male development in alternative education schools are presented. The culture of black males is the subject of Chapter 5, "Black Male Culture, Power, and Resistance." Chapter 6 illustrates the way alternative education schools redefine schooling and community. Chapter 7 analyzes teachers of black males in public schools, and Chapter 8 draws on research

DESCRIPTORS- *Academic Achievement; Educational Change; *Educational Technology; Elementary Secondary Education; Higher Education; Low Income Groups; *Mathematics Education; *Minority Groups; Partnerships in Education; Program Evaluation; Public Opinion; *Science Education; State Programs
IDENTIFIERS- Connecticut; Reform Efforts

Connecticut was in the first round of states to be awarded an $8.6 million grant by the National Science Foundation for 5 years to change its system of education for improved teaching and learning in mathematics, science, and technology, with emphasis on improving the achievement of poor and minority children. A private firm evaluated this Statewide Systemic Initiative annually over the 5 years, focusing on four of its components: (1) creating change through the Connecticut Academy for Education in Mathematics, Science, and Technology; (2) forming higher education partnerships for elementary and secondary education; (3) creating change through science-rich institutions, schools, the family, and community; and (4) the campaign for public understanding. This evaluation effort did not focus on the program's component for enlivening mathematics and science learning and student assessment. Evaluation involved study of the program background, participants, objectives, operations, decision-making processes, and outcomes. It is concluded that Project CONNSTRUCT is a highly successful statewide systemic initiative. Key participants, major stakeholders, general participants, and a number of citizens of Connecticut and other states think it has met its objectives well, and it is seen by a broad constituency as a genuine advocate and broker for educational change in mathematics, science, and technology. Shortcomings were noted in the improvement of the achievement of poor and minority children and in the systemic reform of higher education. Challenges for the next 5 years are introduced. (SLD)

ED 406 403 TM 026 277

Parent, Sydney B.; Williams, David D.
Of What Value Is the Brigham Young University Public Schools Partnership? A Review of Evaluative Materials.
PUB DATE- Oct 96
NOTE- 15p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Detroit Lakes, MN, October 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College School Cooperation; Cooperation; Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; Feedback; Graduate Students; Higher Education; *Partnerships in Education; Program Evaluation; *Public Schools; Research Reports
IDENTIFIERS- *Brigham Young University UT; *National Network for Educational Renewal

The Brigham Young University-Public School Partnership is cited as a good example of collaborative efforts in the National Network for Educational Renewal because of the length and nature of its history, which encompasses partnerships with five school districts. During the Partnership's 13-year history, informal evaluations had been conducted but no in-depth evaluation of the whole project had been reported. This project attempted to discover what had been done in program assessment and to bring existing evaluations together to form an the effect of the additional contact. With the limited number of cases available, it is not possible to draw hard and fast conclusions regarding many of the independent variables studied or other study characteristics. The 28 studies cited in the review are listed. (Contains 22 references.) (SLD)

ED 406 421 TM 026 346

Eldridge, Heather; Kim, Jwa K.
Latent Structure of Academic Performance among College Students.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Age Differences; College Entrance Examinations; *College Students; Correlation; Factor Analysis; *Factor Structure; Grade Point Average; Higher Education; *Performance Factors
IDENTIFIERS- ACT Assessment; *Latent Structure Models

The purpose of this project was to develop a structural model using several important variables related to academic achievement among top college students. Measures of college grade point average (GPA), high school GPA, score on the ACT Assessment, age, and the number of credit hours taken during the college years were collected from graduating seniors for the fall semester of 1994 at a large southern state university. Out of 4.661 graduating seniors, only 1,268 students who completed all the variables were selected for this study. After a series of descriptive statistical analyses and a correlation matrix for included variables, a two-factor solution was obtained from exploratory factor analysis with the PROMAX rotation through the Statistical Analysis System. The first factor was considered an academic factor. The second factor was referred to as a biographical factor. The characteristics and factor loadings of each factor are discussed. The possibility of research to include other relevant variables is also reviewed. (Contains 2 tables and 19 references.) (Author/SLD)

ED 406 422 TM 026 352

Nuby, Jacqueline F.; Oxford, Rebecca L.
Learning Style Preferences of Native American and African-American Secondary Students as Measured by the MBTI.
PUB DATE- 6 Nov 96
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *American Indians; *Black Students; Chi Square; *Cognitive Style; Cultural Differences; Ethnic Groups; Extraversion Introversion; High Schools; *High School Students; *Personality Measures; Racial Differences; Sex Differences
IDENTIFIERS- African Americans; Birmingham Public Schools AL; *Myers Briggs Type Indicator; Native Americans; North Carolina; Preference Data

The Myers Briggs Type Indicator (MBTI) was used to identify simililarities and significant differences in the learning style preferences of secondary students from two cultures. A second purpose of the study was to identify gender differences

ED 406 441 TM 026 420

Matlock-Hetzel, Susan
Basic Concepts in Item and Test Analysis.
PUB DATE- 23 Jan 97
NOTE- 22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Difficulty Level; *Distractors (Tests); Elementary Secondary Education; *Item Analysis; *Multiple Choice Tests; *Norm Referenced Tests; Test Construction; Test Items
IDENTIFIERS- Item Discrimination (Tests); *Test Analysis

When norm-referenced tests are developed for instructional purposes, to assess the effects of educational programs, or for educational research purposes, it can be very important to conduct item and test analyses. These analyses can evaluate the quality of items and of the test as a whole. Such analyses can also be employed to revise and improve both items and the test as a whole. However, some best practices in item and test analysis are too infrequently used in actual practice. This paper summarizes recommendations for item and test analysis practices as are reported in commonly used textbooks. These practices are determination of item difficulty, item discrimination, and item distractors. Item difficulty is simply the percentage of students taking the test who answered the item correctly. The larger the percentage getting the item right, the easier the item. A good test item discriminates between those who do well on the test and those who do poorly. The item discrimination index and discrimination coefficients can be computed to determine the discriminating power of an item. In addition, analyzing the distractors (incorrect alternatives) is useful in determining the relative usefulness of the decoy items, which should be modified if students consistently fail to select certain multiple choice alternatives. These techniques can help provide empirical information about how tests are performing in real test situations. (Contains 7 tables and 13 references.) (Author/SLD)

ED 406 442 TM 026 421

Rennie, Kimberly M.
Understanding the Sampling Distribution: Why We Divide by n-1 To Estimate the Population Variance.
PUB DATE- Jan 97
NOTE- 20p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Estimation (Mathematics); *Sample Size; *Sampling; *Statistical Distributions; Statistical Significance
IDENTIFIERS- Population; Variance (Statistical)

This paper explains the underlying assumptions of the sampling distribution and its role in significance testing. To compute statistical significance, estimates of population parameters tactics of power based on the writing of Michel Foucault, it is argued that desegregation was not accomplished: segregation was simply reinvested in a more diffuse and subtle form within the public school system. The postmodern conception of power as a complex web operating around and through all social relations is illustrated in the changes that replaced segregation through isolation with segregation through curriculum change. The panopticon, the prison structure in which prisoners were in full view of the supervisor but could not see each other, serves as a metaphor for the redistribution of power throughout the parts of institutions. The experiences in the Bulloch County schools demonstrate the tracking of students and inequitable treatment of black faculty, and those actions served to perpetuate the old order through ability grouping that became segregation. (SLD)

ED 406 460 UD 029 859

Miller, Ron, Ed.
New Directions in Education. Selections from Holistic Education Review.
PUB DATE- 91
NOTE- 365p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Classroom Environment; Dropouts; Educational Methods; *Educational Objectives; *Educational Planning; *Educational Quality; Elementary Secondary Education; Environmental Education; Essays; Global Approach; *Holistic Approach; Humanism; Nontraditional Education; Teacher Student Relationship
IDENTIFIERS- *Holistic Education; Spirituality

This book contains a collection of 33 essays that have appeared in the first 10 issues of "Holistic Education Review." These essays are divided into five themes: Philosophical Foundations; A Global-Ecological Perspective; Rethinking Some Old Problems; New Goals for Education; and Holistic Education in Practice. Some essay titles (along with their authors) include: "Toward a Paradigm of Promise: Transformational Theory Applied to Education" (David W. Brown); "The Search for a New Educational Paradigm: The Implications of New Assumptions about Thinking and Learning," "Environmental Education as an Integrative Study," and "Holistic Education: A Search for Wholeness" (Edward T. Clark, Jr.); "Authority, Aggression, and Building Community in Alternative/Free Schools" (Dave Lehman); "The Global-Ecocentric Paradigm in Education" (Phil Gang); "Ecological Literacy: Education for the Twenty-First Century" (David W. Orr); "Humanistic Education: Exploring the Edge" (Jerome S. Allender, Donna S. Allender); "Holistic Peace Education" (Sonnie McFarland); "And the Children Shall Lead the Way" (Linda Macrae-Campbell); "Thoughts on Educational Excellence, Technique, and School Structures" (Mitchell Sakofs, David L. Burger); "Teaching the Politics of Literacy: Notes from a Methods' Course" (Mary-Lou Breitborde Sherr); "Reading as a Whole: Why Basal Reading Series Are Not the Answer" (Constance Weaver); "Do Grades Cause Learning Disabilities?" (Charles H. Hargis, Marge Terhaar-Yonkers); "School Corporal Punishment: Legalized Child Abuse" (Robert E. Fathman); "The Medicalization of the Classroom: The Constriction of Difference in Our Schools" (Steve Harlow); "Bilingual Learners: How Our Assumptions Limit Their World" (Yvonne S. Freeman, David Freedman); "Race, Knowledge, and Pedagogy: A Black-White Teacher Dialogue" (Donald Murphy, Juliet Ucelli); "Alternative

Democratic Action. SUNY Series, Democracy and Education.
PUB DATE- 96
NOTE- 181p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Children; *Community Services; *Economically Disadvantaged; Economic Development; Health Services; Leadership; Low Income Groups; Neighborhood Improvement; Prevention; Program Descriptions; *Service Learning; Student Participation; *Urban Youth; Violence; Youth Programs

Presented in this book are studies of social projects for economically disadvantaged inner-city youth engaged in neighborhood revitalizations in low-income communities around the country. Children and teens are highlighted as they participate in nonschool initiatives to achieve economic and political self-determination coupled with personal fulfillment and healthy growth. The real-life projects described illustrate the commitment of adult workers in intergenerational learning communities in which young people learn to make a difference. Chapter 1, "Community Economics," profiles a number of grassroots efforts at economic development and job creation involving teens and young adults. Chapter 2, "Neighborhood Improvement," describes efforts by young people to reclaim their communities. "Health and Wellness," chapter 3, discusses how community violence obstructs youth development and describes some projects addressing conflict resolution, teen parenting, and self esteem. Chapter 4, "Street Arts," examines community art programs as aspects of crime and substance abuse prevention efforts. In chapter 5, "Youth Leadership," how teens enter grassroots social programs in leadership development is explored. Chapter 6, "Beacons of Hope," describes community development through intergenerational, faith-based organizations. An appendix contains a directory of 54 resources. (Contains 227 references.) (SLD)

ED 406 480 UD 031 636

Kamerman, Sheila B., Ed.; Kahn, Alfred J., Ed.
Child Welfare in the Context of Welfare "Reform." Confronting the New Politics of Child and Family Policy in the United States. Report V.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 97
NOTE- 84p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Childhood Needs; Children; *Child Welfare; Eligibility; Employment; Federal Aid; *Federal Legislation; *Government Role; *Policy Formation; *Public Policy; State Programs; Welfare Recipients; Welfare Services
IDENTIFIERS- Reform Efforts; *Temporary Assistance to Needy Families; *Welfare Reform

"Confronting the New Politics of Child and Family Policy in the United States" is an 18-month project designed to help states, local governments, and the voluntary sector as they respond to the social policy debates and changes precipitated by the 104th Congress. The project's main vehicle, aside from exploratory and analytic work, is a series of consultations and mini-conferences, each based on one or more commissioned overview papers. This document reports on the fifth mini-conference, a meeting on child welfare in the context of welfare reform experience to show how the approach to educating black males developed. Five appendixes list some alternative schools and present some interview instruments and contact information about some alternative schools. (Contains 82 references.) (SLD)

ED 406 500 UD 031 665

Taylor, Tawara D.; Brown, Marisa C.
Young Children and Their Families Who Are Homeless. A University Affiliated Program's Response.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC.; Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- Aug 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; Day Care; *Delivery Systems; Family Characteristics; *Family Programs; *Homeless People; Interdisciplinary Approach; Needs Assessment; Preschool Children; Preschool Education; Program Evaluation; Program Implementation
IDENTIFIERS- Georgetown University DC; University Affiliated Facilities

This monograph describes a University Affiliated Program's (UAP) initiative that targets the development needs of children from birth to 5 years of age who are homeless and the services and supports provided to their families. The Georgetown University Child Development Center, the UAP for the District of Columbia, has implemented a homelessness initiative that revolves around two projects. The first, Kidstart, is a national project funded by the Better Homes Fund and the Fannie Mae Foundation. Its primary focus is advocacy and developmental services for school-age children and their families who are homeless. The Georgetown Kidstart program is located in a child care center for homeless children. Project staff provide developmental screening and service coordination. The second project, Knock on Every Door, receives primary funding from the Hasbro Children's Foundation to provide developmental screening, assessment, service coordination, advocacy, and support to homeless families with children birth to 5 years of age. Since its inception, over 300 children have received services. Information is provided about: (1) the approaches of both programs, which feature community collaboration and interdisciplinary service delivery; (2) developmental screening and assessment of young children; (3) barriers to accessing services and supports; (4) profiles of two families using services; and (5) recommendations for advocacy and policy development. (Contains 32 references.) (SLD)

ED 406 501 UD 031 667

Stull, William J.
Is High School Economically Relevant for Noncollege Youth? Number 95-19.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 13 Sep 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

evaluative picture of the Partnership as a whole. All documentation concerning the Partnership was reviewed, and a summary report form was completed for each evaluative effort. The search located 113 documents partly or wholly dedicated to the evaluation of various aspects of the Partnership. Forty-seven were by university faculty, 35 by graduate students, and 21 were by teachers and administrators in the public schools. From 1992 there has been a trend toward increasing collaborative research between school and university personnel. A number of graduate students and their professors have indicated that they see the Partnership as an important educational development. Areas that require further study to derive a complete picture of the Partnership are outlined. Feedback is the element that has been most often missing from the evaluations completed so far. An appendix gives the template of the document review and an example of its use. (Contains six tables and five references.) (SLD)

ED 406 404   TM 026 278

Langerman, Shoshana
Survey of Israeli Research in Education, 1975-1995.
SPONS. AGENCY- Jerusalem Center for Public Affairs, Inc. (Israel).; Milken Family Foundation, Beverly Hills, CA.
PUB DATE- May 96
NOTE- 70p.
LANGUAGE- English; Hebrew
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Curriculum; Databases; Educational Environment; Educational Policy; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Institutional Characteristics; *Literature Reviews; Research Needs; *Research Reports; *Student Characteristics; *Teacher Characteristics; Teaching Methods
IDENTIFIERS- *Israel

An investigation was conducted to determine how many studies have been done, and on what subjects, in the field of education in Israel over the last 20 years. The study was based on the Israeli database "Current Research in the Social Sciences in Israel," which covers education among its topics. The database includes publications in Hebrew and English, with a few in French and German. This review excludes Master's theses, but does include doctoral dissertations. In the database, there are 7,915 "education" records. Only a few predate 1975. Under the main topic "School Settings" are studies on: (1) boarding schools; (2) kibbutz education; (3) special education and mainstreaming; (4) religious education; (5) Arab education; and (6) informal education. A second main topic, "Participants in Education," encompasses studies of students, teachers, administrators, and parents. The remainder of the studies cover a range of general issues dealing with curriculum, instruction, and educational policy. Twenty-four supporting documents in Hebrew are attached. (SLD)

ED 406 405   TM 026 287

Barnette, J. Jackson; McLean, James E.
Alpha-Max: A Novel New Multiple Comparison Procedure.
PUB DATE- Nov 96
NOTE- 37p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English

in learning style within and across these two cultures. A total of 103 African Americans from a high school in Birmingham (Alabama) and 175 Native Americans from Cherokee (North Carolina) participated. Type tables were created using the Selection Ratio Type Table procedure developed by the Center for the Application of Psychological Type. Chi square tests were used to assess significant differences, with Fisher's exact test substituted when cell sizes were too small. There were significant differences in the learning style preferences of African American and Native American students. African American males and females demonstrated a strong preference for the sensing and judging dimensions, while Native American males and females indicated a preference for intuition and perception. In both populations, females indicated a much stronger preference for feeling. It appears that culture is a major determinant of learning style, with gender also a factor. However, each cultural group demonstrated a variety of learning style characteristics, suggesting that not all members of the culture could be characterized the same way. Attachments provide summaries of the different learning preferences. (Contains 7 tables and 25 references.) (SLD)

ED 406 423 TM 026 360

Howe, Mary E.; Thames, Dana G.
Mississippi Reading Teachers' Perceptions toward the Interpretation of Results from Reformed Standardized Assessment in Mississippi.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; Administrators; College Faculty; Educational Assessment; *Elementary School Teachers; Elementary Secondary Education; Followup Studies; Higher Education; Performance Based Assessment; Reading Instruction; *Reading Tests; Regression (Statistics); *Secondary School Teachers; *Standardized Tests; Teacher Attitudes; Test Format; Test Use
IDENTIFIERS- Impact Evaluation; Large Scale Assessment; *Mississippi

Standardized testing for large-scale assessment in Mississippi has changed to include both selected-response and performance-based formats for the past 3 academic years. The purpose of this followup study was to examine the perceptions of practicing teachers who belonged to a professional reading organization in the state with regard to this new format. The new Mississippi Assessment System (MAS), its extent, and its impact on teacher judgment, modifications to classroom instruction, and nontraditional and traditional assessment were assessed. A two-part questionnaire was developed to collect demographic data and information about teachers' perceptions. Participants were 197 teachers for kindergarten through grade 12, administrators, and university professors located throughout Mississippi. Data were analyzed using regression analyses. Quantitative and qualitative findings indicate that teachers' perceptions support the current changes in the MAS combining traditional and nontraditional formats. Participants indicated a recognition of the need for change in their classroom instruction to prepare children better for the new and more challenging test formats. The questionnaire is attached. (Contains three tables and eight references.) (SLD) must be obtained so that only one sampling distribution is defined. A sampling distribution is the underlying distribution of a statistic. Sampling distributions are theoretical distributions that comprise an infinite number of sample statistics from an infinite number of randomly selected samples of a specified sample size. The influence that a large sample size has on statistical significance is demonstrated through some "what if" analyses. A "what if" analysis is simply an analysis of variance summary table in which the sample size is changed to see how statistical significance is affected. A large enough sample size invariably leads to statistical significance. Researchers with large sample sizes should look for other ways to interpret their results. One such way is effect size, which is a variance accounted for statistic that can tell how much of the variability in a dependent variable can be explained by the independent variables. (Contains 2 tables, 4 figures, and 12 references.) (SLD)

ED 406 443 TM 026 422

Dawson, Thomas E.
Basic Concepts in Classical Test Theory: Relating Variance Partitioning in Substantive Analyses to the Same Process in Measurement Analyses.
PUB DATE- 25 Jan 97
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Estimation (Mathematics); *Measurement Techniques; Scores; *Statistical Analysis; Test Reliability; *Test Theory
IDENTIFIERS- Alpha Coefficient; Partitioning Procedures; *Variance (Statistical)

The basic processes in univariate statistics involve partitioning the sum of squares into two components: explained and within. This paper explains that the same partitioning occurs in measurement analyses, i.e., splitting the sum of squares into reliable and unreliable components. In addition, it is shown how the three types of error inherent in all statistical analyses (i.e., sampling error, model specification error, and measurement error) impact any analysis the researcher attempts. Also emphasized is that tests are not reliable, but rather, that scores have varying degrees of reliability. The classical methods of estimating reliability are explained, with an emphasis on coefficient alpha. (Contains 6 figures, 6 tables, and 12 references.) (Author/SLD)

ED 406 444 TM 026 423

Rodriguez, Maximo
Non-Factorial ANOVA: Test Only Substantive and Interpretable Hypotheses.
PUB DATE- Jan 97
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

Education and 'Alternative' Schools: Why Dropout Schools Aren't Alternative" (Mary E. Sweeney); "The Three Dimensions of Human Greatness: A Framework for Redesigning Education" (Lynn Stoddard); "Toward a Holistic Definition of Creativity" (Gary F. Render and others); "Imagination Running Wild" (David W. Anderson); "On the Education of Wonder and Ecstasy" (W. Nikola-Lisa); "Education for the Soul: Spiritual Values and the English Curriculum" (Karen A. Carlton, Richard L. Graves); and "Creation Spirituality and the Reinventing of Education" (Andy LePage). (GLR)

ED 406 461 UD 029 922

The Partnership for Kentucky School Reform Informational Sheets.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; *Corporate Support; Educational Change; *Educational Improvement; Elementary Secondary Education; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; *School Business Relationship; School Support
IDENTIFIERS- Kentucky; *Reform Efforts

Three informational sheets provide parents and employers with advice on ways of assisting school reform through becoming better citizens, getting more involved in the schools, and initiating supportive efforts. The three informational sheets are entitled: (1) "How Can You Be Involved as a Citizen?"; (2) "The ABCs of Parent Involvement"; and (3) "How Can Employers Be Involved?" Dozens of ideans are presented covering all three areas. Advice on parental involvement covers such areas as visiting school sites, volunteering to assist in classroom activities, supporting school programs and services, participating in the school's parent organizations, and supplementing and assisting in the child's educational process at home. Parental assistance through better citizenship includes being more involved in community support efforts for educational reform, sharing information designed to encourage school improvement, and informing legislators of the need to provide support for school reform. Employers can help maintain reform efforts by becoming more involved in educating their employees and the community on the need for school improvement, as well as by applying their knowledge, skills, and resources to assist school districts and schools in the task of restructuring. (GLR)

ED 406 462 UD 031 037

Revisiting the Lau Decision: 20 Years After. Proceedings of a National Commemorative Symposium (San Francisco, California, November 3-4, 1994).
PUB DATE- 96
NOTE- 113p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Bilingual Education; *Chinese Americans; Court Litigation; Educational History; Educational Policy; Elementary Secondary Education; *Equal Education; *Language Minorities; *Limited English Speaking; *Minority Groups; Multicultural Education; State Programs; *Teaching

efforts held in October 1996. New legislation replaces Aid to Families with Dependent Children with Temporary Assistance to Needy Families (TANF), which places a 5-year limit on the receipt of cash assistance and sets work requirements for adults. What these changes mean for children, and how protecting the child fits with the changes was the focus of these discussions. The seminal paper for this conference was "Child Welfare in the Context of Welfare Reform" by Mark Courtney, which emphasizes that welfare changes are likely to have adverse impacts on children. Discussants' remarks (Kimberly Barnes-O'Conner, MaryLee Allen, Sheri Steisel) and a review of developments in Ohio (Isaac Palmer), Wisconsin (Jean Rogers), California (G. Peter Digre), and the U.S. Department of Health and Human Services (Carol Williams) are included. An appendix lists conference participants. (SLD)

ED 406 481 UD 031 637

Yeo, Frederick L.
Inner-City Schools, Multiculturalism, and Teacher Education. A Professional Journey. Critical Education Practice, Volume 8. Garland Reference Library of Social Science, Volume 916.
PUB DATE- 97
NOTE- 239p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; Cultural Awareness; Culture; Educational Change; Higher Education; *Inner City; Institutional Characteristics; Intermediate Grades; Junior High Schools; Middle Schools; Minority Groups; *Multicultural Education; *Teacher Education; Teaching Methods; *Urban Education; Urban Schools
IDENTIFIERS- African Americans

This book addresses experientially and theoretically the nature of contemporary urban education, in terms of teaching and in the contexts of U.S. culture and teacher education. Much of it is derived from classroom experience as an inner-city classroom teacher. Chapter 1, "Connecting Inner Cities and Urban Schools: Racism's 'Slippery Slope,'" introduces the inner-city school as an institution and explores the aggregation of minorities in cities. Chapter 2, "When and Where They Enter: Going to School in Urban America," discusses the conditions and forces that distinguish the urban school and introduces approaches to curricula and pedagogical styles suitable for the urban school. Chapter 3, "Teaching in an Urban School: A Personal Narrative," explores one teacher's experiences in a predominantly African American middle school in Los Angeles (California) and shows the assumptions and practices discussed earlier in a real setting. In chapter 4, "Multicultural Education: Maintaining the Borders in Inner-City Schools," current reforms in education are analyzed as they apply to urban schools. Chapter 5, "A Vested Interest in Failure: Teacher Preparation and Inner-City Schools," moves to a discussion of formal teacher education and its attention to the minority student. Chapter 6, "The Search for New Connections," then presents an examination of the links that should exist between teacher education, multicultural education, and urban schools. (Contains 200 references.) (SLD)

ED 406 482 UD 031 638

Papademetriou, Demetrios G.; Yale-Loehr, Stephen
Balancing Interests: Rethinking U.S. Selection of Skilled

DESCRIPTORS- *Apathy; *Economic Factors; Educational Attainment; Educational Policy; *High School Graduates; High Schools; *Income; Models; *Noncollege Bound Students; *Relevance (Education); Student Attitudes; Success
IDENTIFIERS- High School and Beyond (NCES)

A rational apathy (RAP) model has been proposed that divides high school students into groups that face different sets of short-term rewards for school involvement. Students bound for competitive and less competitive colleges make up the first two groups, but those who do not intend to pursue higher education are the third group. The RAP model suggests that this reward structure guarantees widespread student apathy because for most students there are no immediate benefits from taking high school seriously. The RAP model was tested using data from the High School and Beyond survey for noncollege-bound youth. Following the description of the model, the second section of the report reviews earlier studies that found a link between high school experience and early wages. Section III presents the conceptual framework for the analysis, and Section IV describes the data and variables. Section V discusses estimation issues, and Section VI presents main results. Policy implications are discussed in Section VII. It is concluded that neither skills nor credentials acquired in high school have an important influence on the wages that noncollege youth earn a few years after leaving school. In economic terms, high school is not highly relevant to the early economic success of noncollege bound students. An appendix reviews study data. (Contains 2 tables and 32 references.) (SLD)

ED 406 502 UD 031 668

Anderson, L.; And Others
A Primer for Analyzing Educational Effectiveness and Efficiency. Number 94-5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance; *Effective Schools Research; *Efficiency; Elementary Secondary Education; Evaluation Methods; Expenditures; Outcomes of Education; *School Effectiveness; *Statistical Analysis; Teacher Student Ratio; Urban Schools
IDENTIFIERS- *Data Envelopment Analysis; Inputs Process Outputs Analysis

Data Envelopment Analysis (DEA) is an objective statistical technique for discovering the comparative ranking of organizations with respect to their efficiency. The technique, which assesses the relationship between resources (inputs) and outcomes (outputs) may also be used to discover what variables make organizations effective and efficient in order to improve them. This report explains the use of DEA to assess the effectiveness of schools and to bring about school improvement. The Organizational Health Inventory for Elementary Schools (Hoy, Tarter, and Kottkamp, 1991) was chosen as a framework for examining school effectiveness and efficiency. DEA has the advantage of allowing multiple sources of input and multiple outputs. The use of DEA is illustrated through a hypothetical study of elementary schools in an urban context that used the following school-level variables as inputs: student achievement in vocabulary, reading, and mathematics; attendance; stability;

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Statistical Significance
IDENTIFIERS- *Bonferroni Procedure; Multiple Comparisons

Alpha-Max is a multiple comparison procedure that is based on the Bonferroni inequality. However, rather than using preset adjusted alpha values for each pairwise contrast, Alpha-Max bases the decisions on the actual p-values for the pairwise contrasts. After a significant omnibus F-test, the pairwise p-values are determined and ordered from lowest to highest. Alpha-Max includes as being significant only those contrasts whose sum of sequential additive p-values is less than the nominal alpha desired. Results for Alpha-Max are compared with results using the original Bonferroni, Tukey's Honestly Significant Difference Procedure (HSD), and Student-Newman-Keuls procedures based on simulated three- and four-group data sets with varying mean patterns and sample sizes. In every case, Alpha-Max had more power to detect pairwise differences as compared with Bonferroni and HSD and in one mean pattern was more powerful than SNK in detecting mean differences at r=K-1 steps. Needed additional research and possible applications of this procedure are discussed. (Contains 15 tables and 24 references.) (Author/SLD)

ED 406 406 TM 026 293

Achilles, C. M.; Hoover, S. P.
Exploring Problem-Based Learning (PBL) in Grades 6-12.
PUB DATE- Nov 96
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Educational Assessment; Educational Improvement; Group Instruction; High Schools; High School Students; *Instructional Effectiveness; Integrated Activities; Intermediate Grades; Junior High Schools; *Middle Schools; Problem Solving; Program Implementation; Teacher Attitudes; Teacher Education; *Teachers; Teaching Methods; Test Construction; Training
IDENTIFIERS- Middle School Students; *Problem Based Learning

Problem-based learning (PBL) has been used in medical education and has been extended to the preparation of educational administrators. PBL should improve education at the elementary and secondary levels because it can be a vehicle for integrating curriculum, constructing alternative assessments, accommodating instruction for longer blocks of time, and promoting active and group learning. Faculty in three middle schools and one high school (seven teachers and the principal from each middle school and one-third of the high school faculty) were trained in PBL. This paper presented the initial assessments of training, PBL implementation, and the results of its use in grades six through nine. The enthusiastic faculties at first designed PBL activities that were long and complex, but they came to agree that shorter PBLs may be more prudent and effective. A major concern was student difficulty in working in groups. This suggested a need for group process training with students before implementing PBL. Regular schedules required creative planning for PBL efforts. Teachers have reported generally positive PBL outcomes; testing results

ED 406 424 TM 026 364

Zimmer, J. Christopher; Fuller, Dana K.
Factors Affecting Undergraduate Performance in Statistics: A Review of Literature.
PUB DATE- Nov 96
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Computer Uses in Education; Higher Education; Literature Reviews; *Mathematics Anxiety; *Performance Factors; Prediction; Sex Differences; *Social Sciences; *Statistics; *Student Attitudes; *Undergraduate Students

This paper reviews the literature on factors affecting students' performance in undergraduate statistics courses for the social sciences. Statistics anxiety and attitude have been linked to one's performance in statistics classes. Math factors, such as anxiety and attitude, may have an impact on performance in statistics classes, but the relationship is unclear. Computer experience reduces the anxiety and improves the attitudes of some students, but it is important that the experience be positive. The research on gender identity as a predictor of performance in statistics courses, is unclear, whereas gender differences in statistics achievement are tied to the outcome measures used (i.e. examination grades or course grades). Directions for future research, especially with regard to attitudes and gender identity, are discussed. (Contains 82 references.) (Author/SLD)

ED 406 425 TM 026 369

Chapman, Ann D.
Using Interactive Video To Teach Learning Theory to Undergraduates: Problems and Benefits.
PUB DATE- Nov 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Educational Technology; Education Majors; Higher Education; *Interactive Television; Learning Theories; *Nontraditional Education; Teaching Methods; *Undergraduate Students

Recent advances in technology enable universities to radically expand traditional definitions of both "the classroom" and "distance learning." In this paper, one professor's initial experience using interactive video to teach learning theories to 29 undergraduate education students in 4 locations is analyzed. Class sizes at the individual sites ranged from 1 to 14. Data included the instructor's formal and informal notes, students' mid-term and final class evaluations, students' test grades, and students' work which assessed their ability to recognize the learning theory analyzing actual practices in live classrooms. Comparisons are made with the work of previous students in the instructor's traditional-classroom learning theory courses. Benefits and problems for both instructors and students are discussed and methods for overcoming problems are

DESCRIPTORS- *Analysis of Variance; *Factor Analysis; *Hypothesis Testing; *Research Design; Test Interpretation
IDENTIFIERS- *Experimentwise Error; Type I Errors

Factorial analyses differ from nonfactorial analyses in that in the former all possible hypotheses (all possible main effects and interaction effects) are tested regardless of their substantive interest to the researcher and their interpretability, while in the latter, only substantive and interpretable hypotheses are tested. This paper shows the circumstances under which nonfactorial analyses are more appropriate than factorial ones. Balanced factorial analyses maximally inflate the experimentwise error rate, and in so doing, they increase the likelihood of making Type I errors. Hypothetical experiments are used to make the discussion more concrete. It is argued that only substantive and interpretable hypotheses in the design should be tested. Uninterpretable hypotheses increase the probability of making Type I error by increasing the experimentwise error rate. (Contains 2 tables and 14 references.) (Author/SLD)

ED 406 445 TM 026 424

Rodriguez, Maximo
Norming and Norm-Referenced Test Scores.
PUB DATE- Jan 97
NOTE- 25p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Collection; *Error of Measurement; Identification; *Norm Referenced Tests; Norms; Sample Size; *Sampling; *Scores; *Test Construction

Norm-referenced tests yield information regarding a student's performance in comparison to a norm or average of performance by similar students. Norms are statistics that describe the test performance of a well-defined population. The process of constructing norms, called norming, is explored briefly in this paper. Some of the most widely reported norm-referenced test scores are reviewed, and guidelines are provided for their interpretation. Nine steps for conducting a norming study, based on the work of Crocker and Algina (1986), are presented. These are: (1) identify the population of interest; (2) identify the most critical statistics that will be computed for the sample data; (3) decide on the tolerable amount of sampling error for one or more of the statistics in step 2; (4) devise a procedure for drawing a sample from the population of interest; (5) estimate the minimum sample size required to hold the sampling error within the specified limits; (6) draw the sample and collect the data; (7) compute the values of the group statistics of interest and their standard errors; (8) identify the types of normative scores that will be needed and prepare the normative conversion tables; and (9) prepare documentation of the norming procedure and guidelines for interpretation of the norms. Four categories of norm-referenced test scores (percentiles, standard scores, developmental scales, and ratios and quotients) are described. (Contains 17 references.) (Author/SLD)

ED 406 446 TM 026 425

Rennie, Kimberly M.

Methods
IDENTIFIERS- California (San Francisco); *Lau v Nichols
The "Lau" decision of 1974, which was related to the education of Chinese-speaking students in San Francisco (California), ushered in new programs, teaching approaches, frameworks, legislation, and government agencies designed to redress fundamental inequities in the educational opportunities available to language minority students. This symposium was held to explore progress and lack of progress in equitable education. A historical overview of the "Lau" decision and its impact was provided by Ling-Chi Wang, Edward A. De Avila, and Edward Steinman. A panel discussion emphasizing the current state of language minority education followed. Summaries are presented of the following symposium strands, most of which were discussed over both days of the conference: (1) "Social Impact" (Kenji Ima) and "Special Response to the Social Impact" (Alicia Sosa); (2) "Legal/Legislative Policy" (John Affeldt); (3) "Teacher Education" (Jack Levy); (4) "The National Standards Movement" (Rosemary Henze); (5) "State Frameworks and Program Design" (Genevieve Lau); and (6) "Instructional Practices" (Stephanie Dalton and Donna Christian). A reprise, "Summing up the "Lau" Decision: Justice Is Never Simple," by James Crawford considers why, two decades after the decision, its promise remains unfulfilled. Participants' recommendations are summarized, and biographical sketches of the presenters are attached. (SLD)

ED 406 463 UD 031 377

Yatani, Choichiro
Anti-Immigration Movements in the 1990s: A New Perspective in the Post Cold War.
PUB DATE- Aug 96
NOTE- 28p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conservatism; English; Ideology; Immigrants; *Immigration; Minority Groups; *Political Attitudes; *Public Opinion; Social Attitudes; *Social Values; *United States History; Welfare Recipients; Welfare Services
IDENTIFIERS- *Cold War; Reform Efforts
The United States has been through anti-immigration movements every few decades since its founding. A new face of the anti-immigration movement can be seen emerging from current events including: (1) California's Proposition 187, under which illegal immigrants are barred from public education and teachers are required to report illegal immigrants and their children to authorities; (2) House of Representatives welfare reform initiatives including student financial aid cuts and cuts in job training; and (3) various ordinances making English the official language. An important aspect of the current anti-immigration sentiment is opposition to Hispanic and Asian immigrants, as opposed to Anglo Saxon immigrants. This focus on non-Anglo immigrants underlies a larger conflict based on socioeconomic disparity, with children and their education often getting caught in the middle. The confused politics of liberals and conservatives as they address immigration and related issues, such as affirmative action in university admissions policies, contribute to the present opposition to

Immigrants. International Migration Policy Program 4.
PUB DATE- 96
NOTE- 228p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economic Factors; *Employment Qualifications; *Immigrants; Immigration; *Job Skills; Labor Market; Policy Formation; *Public Policy; Refugees; *Selection; *Skilled Workers

The Carnegie Endowment's International Migration Policy Program convened a study group to review and develop alternative approaches to the way foreign workers gain access to the United States through the employment-based immigration stream. This study, a product of that effort, focuses on the selection of people admitted under work-related categories of the U.S. immigration system. Chapter 1, "The Role of Immigration in a Changing U.S. Economy," shows the ways in which economic-stream newcomers have a positive influence on U.S. economic, social, and cultural institutions. Their energy and skills contribute disproportionately to American jobs and wealth. Figure 1-5 is entitled "Training and Immigration." However, the current employment-based immigration system described in Chapter 2, "Current U.S. Employment- Related Visa Categories," no longer guarantees that the United States will attract the kind of permanent and temporary workers the country needs. The system has become a bureaucratic nightmare that is focused on short-term goals. Section EB-1-2 deals with "outstanding professors and researchers." Section EB-2 deals with "Immigrants with Advanced Degrees or Exceptional Ability." Chapter 3, "Alternative Models of Economic-Stream Selection: A Critique," outlines some other models for selection, the most effective being a point system to identify people likely to promote economic well-being. The point system models employed by Canada and Australia both use educational achievements in their selection criteria. "Revising Economic-Stream Selection To Promote U.S. National Interests," Chapter 4, proposes a point system that will provide broader and more meaningful protection for U.S. workers as it selects immigrants likely to succeed. (Contains 29 figures and 100 references.) An appendix lists the members and guests of the International Migration Policy Program's Study Group on the Selection of Skilled Immigrants (December 1993-June 1995). (SLD)

ED 406 483 UD 031 642

Erickson, Chris D.; And Others
Parent Satisfaction and Alienation from Schools: Examining Ethnic Differences.
PUB DATE- Aug 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Alienation; Asian Americans; Black Students; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; *Ethnic Groups; Hispanic Americans; *Minority Groups; Parent Attitudes; Parents; *Parent School Relationship; Satisfaction; White Students

Parent involvement in schools is related to children's increased academic achievement and can be an important resource for expenditures per student; number of teachers per 100 students; and percentages of students for whom English is the home language. The linear programming of the DEA system allows the development of minimum and maximum efficiency scales. An appendix presents the DEA model for a specific case. (Contains 3 tables, 2 figures, and 21 references.) (SLD)

ED 406 503 UD 031 669

Heistad, David; Reynolds, Maynard C.
20/20: A Closer Look at Students in Minneapolis Public Elementary Schools. Number 94-2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Data Analysis; *Educational Improvement; Educational Research; Elementary Education; *Outcomes of Education; Public Schools; Research Methodology; *School Restructuring; *Urban Schools
IDENTIFIERS- *20 20 Analysis; Marginal Students; *Minneapolis Public Schools MN

Twenty/twenty (20/20) Analysis is an outcomes-based approach to identifying and serving students at the margins of education. The analysis focuses on one or more important outcomes of education and looks to the marginal students, the top fifth of achievers (80th percentile) and the lowest fifth (20th percentile). It is based on the belief that schools that serve marginal students well will serve all students well. The Minneapolis Public Schools (Minnesota) became involved in 20/20 at the invitation of the National Center on Education in Inner Cities in 1991. Two Minneapolis elementary schools volunteered to participate in a study of the effectiveness of 20/20. At the Michael Dowling Elementary School, the initial data analysis and discussion were followed by cross-categorical restructuring of services for students identified through 20/20. This paper provides details and followup about Dowling's implementation of 20/20. It is organized into four sections: (1) an example of building-based 20/20 at Dowling; (2) a summary of statistics describing services for all Minneapolis public schools; (3) an explanation of graphs of continuous progress; and (4) a discussion of the implications and uses of 20/20. Three appendixes present graphs of reading achievement for different grade levels. (Contains 6 tables, 60 figures, and 5 references.) (SLD)

ED 406 504 UD 031 670

Wang, Margaret C.; And Others
Research on School Effects in Urban Schools. Number 95-12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Educational Research; *Effective Schools Research; Elementary Secondary Education; Instructional Leadership; *Outcomes of Education; *School Effectiveness; School Role; School Safety; Teacher Expectations of Students;

from spring 1996 will provide information about teacher-reported gains. Success in using PBLs appears linked to carefully planned and relatively brief problems that are reviewed frequently. Appendixes summarize problem types, change process levels, feedback responses, and using PBL in grades five through nine. (Contains two figures, two tables, and nine references.) (SLD)

ED 406 407 TM 026 294

Achilles, C. M.; And Others
"This," as Paul Harvey Was Wont To Say, "Is the Rest of the Story."
PUB DATE- Nov 96
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Class Size; Databases; Decision Making; Educational Research; Elementary Secondary Education; Research Design; Research Methodology; Research Problems; Research Utilization; Scores; State Legislation; *Test Results; Test Use
IDENTIFIERS- *Project STAR; Tennessee

A project conducted in Tennessee from 1984 through 1989, Student Teacher Achievement Ratio (Project STAR), serves as a context for a discussion of educational research. The decisions required in major research projects and the problems in carrying out research are seldom discussed in conferences that present research results as completed efforts. Project STAR illustrates the long-term consequences of early decisions and implementation and the additional value research may have. The research question was established through state legislation, but the researchers had to operationalize or limit key variables. The study was conducted to explore the influence of class size on student achievement. How to measure achievement and how to analyze the test results that were chosen as measures of achievement became questions of importance as the project evolved. Relying solely on student outcomes and certain behavioral indicators was not considered adequate for the study, and researchers began to gather other information about schools, students, and teachers. About 100 classes of each type (small, regular, and regular with an aide) were used each year. The size of the database eventually developed, the care researchers had taken, and the in-school design allowed STAR information to be used in subsidiary and ancillary studies. As each inquiry moved further from the initial research question, however, the power of the study and confidence in the results diminished. (Contains 5 tables and 28 references.) (SLD)

ED 406 408 TM 026 301

Reynolds, Mary Ruth; And Others
Focus Groups for Informal Evaluation of Non-Instructional Interventions.
PUB DATE- Nov 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

suggested. (Contains seven references.) (Author)

ED 406 426 TM 026 371

Norton, Scott M.; Park, Hae-Seong
Relationships between Test Preparation and Academic Performance on a Statewide High School Exit Examination.
PUB DATE- Nov 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Chi Square; Correlation; English; Ethnic Groups; Graduation; High Schools; *High School Students; Mathematics; *Readiness; Sciences; Sex Differences; Social Studies; *Student Reaction; *Study Habits; Test Use; Writing (Composition)
IDENTIFIERS- *Exit Examinations; *Louisiana

The relationship between test preparation and academic performance on a high school graduation test was studied using data from the 1995-96 Louisiana Graduation Exit Examination (GEE). Test preparation was measured based on students' responses concerning whether they prepared well for the test or not. Academic performance was measured through five subjects: English Language Arts, Mathematics, Written Composition, Science, and Social Studies. Each subject was examined based on two test uses: students' passing status and students' scaled scores. A series of chi square tests were used for each subject to examine the relationship between test preparation and passing status. In addition, Pearson correlation analysis was used for each subject to examine the relationship between test preparation and scaled scores. Results show that there is a significant relationship between preparation and academic performance, but that the magnitudes of the relationships are different across the five subjects. The strongest relationship was found for mathematics. The patterns of the relationships between test preparation and academic performance were generally consistent across subgroups with reference to gender and ethnicity. (Contains eight tables and seven references.) (SLD)

ED 406 427 TM 026 376

Furner, Joseph Michael
Mathematics Teachers' Beliefs about Using the National Council of Teachers of Mathematics Standards and the Relationship of These Beliefs to Students' Anxiety toward Mathematics.
PUB DATE- 96
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beliefs; Correlation; Educational Change; Grade 7; Grade 8; Junior High Schools; Junior High School Students; Mathematics Anxiety; *Mathematics Teachers; *Standards; Teaching Experience; Teaching Methods; *Test Anxiety; Urban Schools
IDENTIFIERS- *National Council of Teachers of Mathematics; *Reform Efforts; Tuscaloosa County Board of Education AL

The "Standards" of the National Council of Teachers of

Exploratory and Confirmatory Rotation Strategies in Exploratory Factor Analysis.
PUB DATE- 24 Jan 97
NOTE- 28p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; Factor Analysis; Factor Structure; *Oblique Rotation; *Orthogonal Rotation; Test Interpretation
IDENTIFIERS- *Exploratory Factor Analysis

Rotation is used in almost all exploratory factor analysis (EFA) studies. There are numerous rotation strategies that can be employed in these various applications. This paper reviews the various rotation choices in EFA studies, including confirmatory rotation, and presents criteria useful in selecting rotation methods in various analytic situations. Factors are rotated in attempts to improve the interpretability of results. The first decision the researcher must make is whether he or she wants the factors to be correlated (oblique rotation) or uncorrelated (orthogonal rotation). As a general rule, if the researcher is primarily interested in getting results that best fit the data, the factors should be rotated obliquely. If the interest is in the generalizability of results, then orthogonal rotation should be conducted instead. It is suggested that regardless of the magnitude of the correlation among the factors it is unnecessary to do oblique rotation in addition to orthogonal rotation. The correlation among the factors yields results that are more difficult than results of an orthogonal rotation, and the slight difference between results of an oblique and an orthogonal rotation is nearly insignificant. (Contains 7 tables and 10 references.) (SLD)

ED 406 447 TM 026 427

Whitaker, Jean S.
Use of Stepwise Methodology in Discriminant Analysis.
PUB DATE- 23 Jan 97
NOTE- 33p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discriminant Analysis; Prediction; Regression (Statistics); *Research Problems; Sampling; Selection
IDENTIFIERS- Cross Validation; *Stepwise Regression

The use of stepwise methodologies has been sharply criticized by several researchers, yet their popularity, especially in educational and psychological research, continues unabated. Stepwise methods have been considered particularly well suited for use in regression and discriminant analyses, but their use in discriminant analysis (predictive discriminant analysis and descriptive discriminant analysis) has not been the direct focus of as much written commentary. This discussion considers several problems associated with the use of stepwise methods. These include: (1) incorrect degrees of freedom associated calculated by computer packages; (2) sampling error capitalization; and (3) failure to select the best subset of immigration. It is argued that these new aspects tend to weaken the traditional perspectives of race and ethnicity, but tend to strengthen those based on economics or social class. The end of the unifying force of the Cold War has paved the way for these kinds of social and political attitudes. (Contains 27 refrences.) (Author/SLD)

ED 406 464 UD 031 619

Moore, Rock D.; Fetterolf, Dee
Action Research: Finding Solutions To Help Limited English Speakers.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Gains; *Action Research; Constructivism (Learning); *Elementary School Students; Grade 5; Hispanic Americans; Intermediate Grades; *Limited English Speaking; *Oral Language; Outcomes of Education; *Skill Development; Teaching Methods
IDENTIFIERS- Hispanic American Students; Teacher Researchers

An action research project was designed to improve the English oral language skills of students of limited English proficiency (LEP) and their academic achievement. Thirty students were randomly chosen from 70 Hispanic fifth graders who enrolled in a voluntary program. Instruction was given using a contextualized environment. Within this framework, a constructivist pedagogy was used along with the principles of instructional discourse and active teaching techniques. Results of the action research project demonstrate its positive outcomes. After 6 months, all students in the experimental group increased their scores on the standardized test at a much greater rate than students in the norming group. In addition, these students achieved modal grade level proficiency for the first time in 5 years. The study substantiates the importance of teacher-generated action research in improving student achievement. Appendixes contain five charts of student achievement results. (Contains 5 tables and 17 references.) (SLD)

ED 406 465 UD 031 620

Ashmore, Rhea Ann
Inside an Urban Elementary School in the People's Republic of China.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Education; *Chinese; Discipline; *Educational Environment; Elementary Education; *Elementary School Curriculum; English (Second Language); Ethical Instruction; Foreign Countries; Literacy Education; Mathematics; *Moral Values; Physical Education; Science Education; *Teacher Role; *Urban Schools
IDENTIFIERS- *China

Field observations of a visiting foreign exchange scholar (English teacher) and interview responses from teachers and students are the basis for this description of an urban elementary school in Shanghai (People's Republic of China). The school personnel. Parents of racial and ethnic minority groups, however, have been found to be less likely to become involved in their children's schools. This study investigated whether white and racial and ethnic minority parents differed in their satisfaction with their children's school and perceived alienation from schools in general. It was hypothesized that parents from minority groups would report less satisfaction and more feelings of alienation than white parents. Parents of 169 elementary school children (10 African American, 50 Hispanic American, 59 Southeast Asian, 8 other Asian American, 31 White, and 11 "other") completed surveys about satisfaction and alienation. Results indicate that there were no significant differences in reported satisfaction of white and racial and ethnic minority parents or in their alienation from school. White parents, however, perceived their children's teachers to be more understanding of their needs as a parent, and believed that parents should give schools more input about how to teach than minority group parents did. Implications for educational administrators and family counselors include the need to encourage racial and ethnic minority parents to make their needs known to school personnel. (Contains 2 tables and 16 references.) (Author/SLD)

ED 406 484 UD 031 645

Estep, Michelle; And Others
Latino Youth Gangs and Schools. Annotated Bibliography.
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Delinquency; *Educational Practices; Elementary Secondary Education; *Hispanic Americans; *Juvenile Gangs; Literature Reviews; Psychological Studies; Social Problems; *Sociology; Teaching Methods; Urban Education; Urban Youth
IDENTIFIERS- Hispanic American Students; *Latinos

This bibliography was written for those interested in learning about the sociological and psychological research literature on Hispanic/Latino youth gangs. The focus is on the sociological and psychological issues of gang life that could be used to inform a school's response to gangs of Hispanic and Latino youth. Gangs and educators have historically had an uneasy truce, with educators resigned to the existence of gangs outside the school and willing to educate students who stay out of gangs. This bibliography lists 29 annotated sources and an additional 37 sources without annotations. Listings include author, title, journal citation, and publication information. (SLD)

ED 406 485 UD 031 646

Moser, Caroline O. N.
Confronting Crisis. A Comparative Study of Household Responses to Poverty and Vulnerability in Four Poor Urban Communities. Environmentally Sustainable Development Studies and Monographs Series No. 8.
PUB DATE- 96
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Child Labor; Community

Teaching Methods; Test Use; Time Factors (Learning); *Urban Schools
IDENTIFIERS- Inputs Process Outputs Analysis; Outliers; Process Product Research

This paper characterizes the school effects literature that has been conducted over the past 25 years with a focus on urban elementary and secondary schools. The features of the research studies reviewed are explored, including dependent and independent variables employed, sources of data, research methods used, and the number and direction of student outcomes measured. The overall review is followed by a study of 20 specific studies. In the overall review, results from four approaches are examined; input-output studies, case studies, outlier studies, and process-product studies. Results from the four approaches are surprisingly consistent. Evidence has accumulated that school does influence student outcomes, with the following usually cited: (1) strong instructional leadership; (2) high expectations for all students; (3) clear goals for students' academic and behavioral performance; (4) a safe and orderly school climate; (5) maximization of students' time-on-task; and (6) an academic emphasis. Twenty studies that represent the range of approaches to the study of school effects were then examined in an attempt to illustrate how future studies might be designed. Recommendations made from this analysis are suggested for future research that expands beyond a narrow focus on student achievement as measured by standardized testing. The 20 studies are listed in a bibliography. (Contains 11 tables and 49 references.) (SLD)

ED 406 505   UD 031 671

Leffert, Nancy; And Others
Making the Case: Measuring the Impact of Youth Development Programs.
PUB DATE- 96
NOTE- 33p.; Commissioned by the YMCA of the USA.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Child Development; Children; Educational Policy; Evaluation Methods; Policy Formation; Program Development; Program Effectiveness; Program Evaluation; Self Esteem; *Urban Youth; *Youth Programs
IDENTIFIERS- Impact Evaluation; Youth Development Model

This report provides program funders and providers with an overview of what children and adolescents need to be successful and grow up healthy, and it examines the role of youth programs in healthy development. It presents a review of effective programming, the relevant literature on youth outcomes, and ideas and suggestions for evaluating programs in manageable and affordable ways. Traditionally, policy makers, funders, and program planners have considered the role and impact of youth programs from a problem-focused perspective. However, those who work with young people are increasingly recognizing the power of an alternative approach that focuses on promoting the positive. The work of the Search Institute, Minneapolis (Minnesota) has focused on developmental assets, things that young people need in their lives in order to thrive. The asset-building approach demonstrates that supportive and empowering relationships with peers, parents, and other adults tend to protect youth from high-risk behaviors. A growing body of evidence supports the value of participation in youth programs and a list of 14 characteristics of effective programs produced by the Search Institute. Many types of youth programs have been

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Educational Research; Elementary
Secondary Education; *Evaluation Methods; *Focus Groups;
Gifted; High School Students; *Intervention; Kindergarten
Children; Middle Schools; Narration; Peer Counseling; Program
Effectiveness; Program Evaluation; *Research Methodology
IDENTIFIERS- Impact Evaluation; Virginia

Case studies of focus groups as a useful educational research strategy for evaluating noninstructional interventions are described. Focus groups were used to evaluate the effectiveness of programs in the following Virginia school settings: (1) peer counseling programs in 4 high schools with 49 student counselors; (2) gifted programs in 7 elementary schools, 2 middle schools, and 1 high school; and (3) child-constructed story playing in 6 kindergarten classroom play centers. Data analysis included interpretation of themes according to the model of A. Strauss and J. Corbin (1990). Peer counseling evaluation included evaluability assessment, accountability, effectiveness analysis, and impact analysis. Analysis of gifted programs resulted in thematic analysis of problems and solutions suggested by students, parents, and teachers. Exploring the narrative competence of the kindergartners through focus groups allowed multiple perspectives of child-constructed stories in the classroom play centers. In these case studies, data supported the use of focus groups as a versatile, systematic research strategy. Effectiveness was demonstrated for informal evaluation of noninstructional interventions in school settings. (Contains two tables and eight references.) (Author/SLD)

ED 406 409 TM 026 304

Christensen, Lois McFadyen
Preservice Teachers as Researchers: Using Ethnographic Tools To
Interpret Practice.
PUB DATE- Nov 96
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-
South Educational Research Association (November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Constructivism (Learning);
Educational Practices; Elementary Education; *Ethnography;
Higher Education; Observation; *Researchers; Student Attitudes;
*Student Teachers; Student Teaching; *Teacher Education
IDENTIFIERS- *Preservice Teachers; *Reflective Practice

The structures of meaning preservice teachers perceived and interpreted as a result of field placements in a methods course and through the use of ethnographic tools were studied in an ethnographic design. The study involved 11 preservice teachers. It described how they shaped each other's thinking about teaching and it examined how ethnographic tools enabled these students to rethink the act of teaching for themselves and reflectively interpret and construct meaning about their observations and teaching. Teachers were organized into four dyads and one triad for field placements in elementary school classrooms. The participants took observational fieldnotes and constructed an interpretive ethnographic analysis of perceptual and pedagogical considerations using the interpretive process defined by N. K. Denzin (1989). Results made it apparent that learning ethnographic work through constructivist processes enabled these preservice teachers to develop reflectively and

Mathematics (NCTM) were established as a broad framework to guide reform in school mathematics, not as a specific curriculum. Whether the implementation of the NCTM standards in classrooms has a relationship to student anxiety about mathematics was studied. Student levels of mathematics anxiety as measured by the Mathematics Anxiety Rating Scale were correlated with teachers' scores on the "Standards" Beliefs Instrument (SBI). It was hypothesized that teachers with strong beliefs about the use and incorporation of the "Standards" would have students with lesser degrees of anxiety. Data were collected in the seventh and eighth grades at eight city and county schools in the Tuscaloosa (Alabama) area. Forty-one teachers completed the survey, along with one class of students for each teacher (782 students). Data in narrative form was also collected from five students who participated in in-depth interviews. There was no significant correlation between teachers' beliefs and students' mathematics anxiety. Nor was there any significant difference in the strength of their beliefs about the "Standards" between teachers who taught less than 5 years and those with more than 5 years experience. Much student mathematics anxiety was due to test anxiety. Implications for instruction are discussed. Two appendixes contain the beliefs instrument and a version of the mathematics anxiety scale. (Contains 6 tables and 142 references.) (SLD)

ED 406 428 TM 026 379

Frederick, Lynda R.; Shaw, Edward L., Jr.
A Survey of the Use of Portfolios in Selected Public Elementary Schools.
PUB DATE- 6 Nov 96
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; Language Arts; *Performance Based Assessment; *Portfolio Assessment; Portfolios (Background Materials); Public Schools; Reading; Rural Schools; *Student Evaluation; Suburban Schools; Surveys; *Teaching Methods; Urban Schools; Whole Language Approach
IDENTIFIERS- Alabama

A study was conducted to determine the prevalence of the use of portfolios in selected public elementary schools. Participants were asked for demographic information and information about the amount of training they had in portfolio use and the perceived strengths and benefits, weaknesses and barriers they find in portfolio use. A questionnaire developed for the study was completed by 162 elementary school teachers from 12 elementary schools in a large public school system in southwest Alabama. Three schools were in the inner city, three were rural, three were magnet schools, and three were suburban. Most of the respondents reported using whole language teaching strategies (86%) and portfolios (88%) in their classrooms. Almost half had received one training session in the use of portfolios. Language arts and reading were identified as the areas that worked best with portfolios. Teachers indicated that portfolios did have an impact on their teaching strategies. The majority thought that portfolios would not replace report cards, and they felt that parents did not understand predictors. Although they offer the promise of assisting researchers with tasks such as variable selection and variable ordering, this promise is almost always unfulfilled. Some alternatives to the use of stepwise methods are discussed, including manually correcting degrees of freedom, cross-validation procedures, and all-possible subsets analyses. (Contains 6 tables and 45 references.) (Author/SLD)

ED 406 448 TM 026 428

Dean, Linda M.
An Evaluation Criteria Validation Model: Stakeholder Participation in Evaluating a Set of Criteria.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Conference of the American Evaluation Association (Atlanta, GA, November 6-9, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Criteria; Data Analysis; Data Collection; *Evaluation Methods; Evaluation Utilization; Models; Program Evaluation; Test Construction; *Validity
IDENTIFIERS- *Stakeholders

This paper proposes a model to establish which criteria are considered by stakeholders as valid for evaluating a program. The model is developed with the aim of increasing the credibility and use of evaluations. Stakeholders are involved in the identification of potential evaluation criteria, and ratings of validity and priority are used as the basis for criteria selection. The Evaluation Criteria Model is composed of the following six steps: (1) identify stakeholders; (2) identify potential evaluation criteria; (3) develop survey instruments; (4) collect data; (5) analyze data; and (6) select set of criteria. The first base of the criteria validation model is the job analysis process used in business and industry to document the content-related validity of personnel evaluation tests. The second base is the front-end activity of validating program evaluation issues and concerns that was proposed by E. Guba and Y. S. Lincoln (1981). These authors suggest a formal survey of stakeholders, including ratings of issues and concerns, to identify the areas to address. These approaches are combined in the proposed model. (Contains three figures and seven references.) (Author/SLD)

ED 406 449 TM 026 431

Taylor, Catherine S.
The Influence of Task Directions on Student Performance for Open-Ended Mathematics Assessments.
PUB DATE- Apr 96
NOTE- 29p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dropouts; High Schools; *High School Students; *Mathematics Tests; *Performance Factors; Probability; Responses; *Scoring; *Test Items; Test Results
IDENTIFIERS- *Directions; Open Ended Questions

school day begins with group exercise, which is repeated at about 2-hour intervals throughout the school day, which lasts from the early morning to late afternoon. Conditions are spartan, but teachers put great effort into presenting their lessons. As is typical of Chinese schools, the teaching program, principles, and materials are developed and provided by the government. The urban curriculum, which is more complex than the typical rural curriculum, consists of moral education, Chinese, mathematics, natural science, biology, sociology for elementary school, English, geography, history, physical education, music, fine arts, and physical labor. Moral education is based on the "five loves"--love of motherland, people, physical labor, science, and socialism--and focuses on patriotism, collectivism, politeness, and discipline. Basic literacy in Chinese is the focus of the first 3 years. Students first learn to read and write in a form of Chinese that uses the Roman alphabet and then they move to Chinese characters. Mental and written calculation instruction is supplemented with instruction in abacus use. Physical punishment is permitted for disciplinary infractions, but children are generally well-behaved and attentive. Chinese elementary school teachers are usually women, and usually teach one subject, moving from room to room for scheduled classes. (Contains one table and two references.) (SLD)

ED 406 466 UD 031 621

Pappas, Georgia
Forging Home-School Partnerships with Latino Families.
PUB DATE- Mar 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Awareness; Elementary Secondary Education; *Hispanic Americans; *Limited English Speaking; *Parent Participation; Parent Role; Parent School Relationship; *Partnerships in Education; *School Role
IDENTIFIERS- Hispanic American Students; *Latinos

In the U.S. school system, parents are expected to take responsibility for their children's educational success by preparing them for school, teaching basic skills, and reinforcing what goes on in the classroom. Latino parents who are not completely acculturated usually believe that it is their duty to instill proper behavior in the child, and that it is the school's responsibility to impart knowledge. These parents may think that the behavior expected of them by the school is unwanted interference. The inability to understand English is another major deterrent to the participation of Latino parents in their children's schooling, as is the lack of knowledge about the school system. Latino parents can and do establish effective partnerships with schools once cultural unawareness and communication gaps are overcome. Schools that are successful in engaging Latino parents operate from the belief that these parents want to help their children but may not know how. Cultural competency training for teachers can help make them comfortable in outreach and communication activities. The hardest part of building a partnership with low-income Latino parents is getting them to the first school meeting. School involvement can become more relevant to Latino families when it is intergenerational and includes extended family members. (Contains 10 references.) (SLD)

Characteristics; Comparative Analysis; *Coping; *Economic Factors; Foreign Countries; *Labor Market; *Low Income Groups; *Poverty; Social Support Groups

IDENTIFIERS- Ecuador; Hungary; Philippines; *Social Capital; *Vulnerability; Zambia

This volume presents the main findings of a comparative study of four poor urban communities in countries experiencing economic difficulties during the late 1980s: Chawama (Zambia), Cisne Dos (Ecuador), Commonwealth (the Philippines), and Angyalfold (Hungary). The study extended a longitudinal community panel study begun in Ecuador by using a sociological survey and anthropological participant observations in all four communities. The case studies revealed interesting contrasts among these communities, but they also revealed some important similarities. In all four communities, labor was the greatest asset of the poor, and a frequent response to declining real income was to mobilize additional labor, even that of children. The poor are in many cases less able to earn incomes in the present economic structure. In all these communities housing is an important asset to cushion against severe poverty. Changes in household structure to strengthen family support networks are both a result of vulnerability and a strategy against it in all four communities. Strategies devised to reduce vulnerability sometimes impose unequal burdens on household members, especially women. Economic crisis in all these communities can exert strengthening and weakening pressures that show that a community's ability to cope with economic difficulties is influenced by its social capital. Four appendixes, which contain 2 boxes and 36 tables, describe the communities, study methodology, the analysis of poverty in this study, and community and country statistical data. Tables A4.12 through A4.17 (pages 92-93) provide data on the educational level of household heads or adult population for all four communities studied. (Contains 22 boxes, 10 figures, and 8 tables.) (SLD)

ED 406 486 UD 031 647

Eron, Leonard D., Ed.; And Others
Reason To Hope. A Psychosocial Perspective on Violence & Youth.
PUB DATE- 94
NOTE- 492p.; For a related summary report, see ED 379 056.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Problems; Delinquency; Elementary Secondary Education; *Ethnic Groups; *Etiology; Intervention; Minority Groups; Policy Formation; Prevention; *Psychological Studies; Public Policy; Research Needs; School Safety; *Violence; *Youth Problems
IDENTIFIERS- *Vulnerability

Contributions to this collection come from the work of the Commission on Violence and Youth established by the American Psychological Association (APA). The research reviews, discussions of implications, and recommendations presented here were summarized in a summary report, "Violence and Youth: Psychology's Response," issued by the APA in 1993. The collection explores the ways in which violent behavior develops and is learned, emphasizing the social and cultural factors that help shape the process. Populations that are especially susceptible to becoming perpetrators or victims of violence, especially members of ethnic and social minorities, are discussed. The 19 selections are grouped in 6 major areas: (1)

developed, from recreational to career-planning programs, but many have the common goal of increasing self-esteem, a key ingredient of the well-being of children and adolescents. Recommendations are made for program accountability and program development for local and national organizations. (Contains five figures.) (SLD)

ED 406 506 UD 031 672

Scales, Peter C.
Boxed In and Bored. How Middle Schools Continue To Fail Young Adolescents--And What Good Middle Schools Do Right.
PUB DATE- 96
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Child Development; Curriculum Development; Educational Assessment; Educational Environment; *Educational Practices; Intermediate Grades; Junior High Schools; *Middle Schools; School Effectiveness; Social Support Groups; *Student Attitudes; Student Characteristics; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Developmentally Appropriate Programs

Many young adolescents, possibly as many as half, feel boxed in and bored in their middle schools. Research suggests that schools, parents, and the rest of the community must do more to make middle schools places where young adolescents thrive. In spite of the emergence of the junior high school and later the middle school in the 20th century, gaps still exist in understanding how context, culture, and environmental change affect young adolescents. Nevertheless, there has been significant progress in the past 25 years, and slightly more than half of middle schools today seem to be using practices that are exactly what experts say is needed for excellence. Developmentally responsive middle schools are characterized by educators committed to young adolescents, a shared vision, high expectations for all, an adult advocate for every student, family and community partnerships, and a positive school climate. Responsive middle schools provide: (1) challenging, integrative, and exploratory curriculum; (2) varied teaching and learning approaches; (3) assessment and evaluation that promote learning; (4) flexible organizational structures; (5) programs and policies that foster health, wellness, and safety; and (6) comprehensive guidance and support services. A discussion of the characteristics of normal adolescence emphasizes the ways these school characteristics and schools can mesh. Support through caring relationships with family and unrelated adults is the single most important asset young adolescents can have. Schools and communities need supportive teachers and other adults to present a shared vision for success. (Contains 88 references.) (SLD)

ED 406 507 UD 031 673

Ellis, Angele; Llewellyn, Marilyn
Dealing with Differences: Taking Action on Class, Race, Gender, and Disability.
PUB DATE- 97
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)

pedagogically. The methodology assisted these teachers in exploring classroom settings. Four of the five groups moved beyond previously established perceptual boundaries to make sense of the complexities they interpreted in field settings. These results demonstrate that teacher educators can use ethnographic methodology to assist preservice teachers to develop reflectivity and to become teacher-researchers. (Contains 81 references.) (SLD)

ED 406 410 TM 026 305

Sutarso, Toto; And Others
Effect of Gender and GPA on Emotional Intelligence.
PUB DATE- Nov 96
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *College Students; *Emotional Response; Factor Analysis; Factor Structure; *Grade Point Average; Higher Education; Intelligence; Multivariate Analysis; *Sex Differences
IDENTIFIERS- Compassion; *Emotional Intelligence; *Self Awareness

The effect of gender and grade point average (GPA) on emotional intelligence (EQ) was studied using the Emotional Intelligence Inventory. The inventory was completed by 138 college students, and data were analyzed using a multivariate factorial model with three factors of EQ as dependent variables (compassion, self-awareness, and attunement) and two independent variables, gender and GPA. Multivariate analysis of variance was performed using the Statistical Analysis System. Data show an overall significant multivariate effect of gender on three factors of EQ. Female students had higher scores on the compassion and self-awareness factors than male counterparts. However, there was no significant gender difference on the attunement factor. There was no overall significant multivariate GPA effect on the three factors of EQ. (Contains 2 tables and 19 references.) (SLD)

portfolios. However, half of the teachers thought that portfolios were effective for communication between teacher and student and teacher and teacher, but not between principal and school board. Many teachers (46%) thought that a weakness of portfolio use was that they are too time consuming. Being able to document students' progress fully was listed as a major benefit of portfolio use. Results show that teachers in these schools are familiar with portfolios and are using them as authentic assessment. An appendix contains the survey instrument. (Contains four tables and four references.) (SLD)

ED 406 429 TM 026 386

Sterbin, Allan; Rakow, Ernest
Self-Esteem, Locus of Control, and Student Achievement.
PUB DATE- Nov 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Correlation; Databases; Definitions; High Schools; *High School Students; *Locus of Control; National Surveys; Scores; *Self Esteem; Socioeconomic Status; Standardized Tests; *Student Attitudes; Test Results

The direct effects of locus of control and self-esteem on standardized test scores were studied. The relationships among the standardized test scores and measures of locus of control and self-esteem for 12,260 students from the National Education Longitudinal Study 1994 database were examined, using the same definition of locus of control and self-concept (self-esteem) as used in the 1972 National Longitudinal Study, the High School and Beyond, and the National Education Longitudinal Study of 1988 data sets. Results show that locus of control is significantly correlated with standardized test scores (r=0.29), as is self-esteem (r=0.16). Additionally, the two measures are highly correlated with each other (r=0.58). These findings suggest that the constructs need better operational definitions, perhaps definitions that are more situation specific. Research findings suggest that the relationship between self-esteem and student achievement is more complex than it first appears. Self-esteem is significantly related to socioeconomic status, gender, and locus of control, variables that must be taken into account before the effects of self-esteem on achievement can be assessed. (Contains 4 tables and 12 references.) (Author/SLD)

This study investigated the impact of task directions on the mathematical performance of high school students from six classes. Students analyzed data regarding school dropout by answering six short-answer questions and writing a letter discussing the trends and their predictions about school dropout. Tasks were scored using two methods: (1) trait scoring of students' responses for understanding statistical and probability concepts and for mathematical communication; and (2) item by item scoring rules. Trait scoring rules were applied by making holistic judgments about a student's collection of responses to a set of related items. For the item-by-item scoring procedure, scores for six short-answer items were summed for a statistics total score. The scores for students' letters were analyzed separately from the other six items. In one form, 140 students were told to add their own ideas to the letter about school drop-out (connections condition). There were 36 students in the no-connections condition. For trait scoring, there were no significant differences between groups for either the conceptual or communication traits. For item-by-item scoring, mean scores for the statistics total score were not different. However, letter scores for students in the "no connections" condition were significantly higher than letter scores for the students in the "connections" condition. Results are presented, and implications for test development and mathematics instruction are discussed. (Contains 4 figures, 9 tables, and 12 references.) (Author/SLD)

ED 406 467 UD 031 622

Choi, Keum-Hyeong; Wynne, Martha Ellen
A Study of the Special Needs of Asian Americans with Developmental Disabilities in the Chicago Metropolitan Area.
SPONS. AGENCY- Illinois Planning Council on Developmental Disabilities, Springfield.
PUB DATE- Jun 96
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; *Cultural Awareness; Cultural Differences; *Delivery Systems; *Developmental Disabilities; Language Minorities; *Mental Retardation; Minority Groups; Needs Assessment; Outreach Programs; *Social Agencies; Surveys; Urban Areas; Urban Youth
IDENTIFIERS- *Illinois (Chicago Metropolitan Area)

This study aims to understand the special needs of Asian Americans with developmental disabilities living in the Chicago (Illinois) metropolitan area. Findings are intended to help service delivery systems meet the needs of this population through culturally effective services. The study acknowledges that there are differences among Asian ethnic subcultures, but assumes that the common aspects of Asian cultures allow a general understanding of the needs of Asian Americans with developmental disabilities. Background information on Asian Americans in the Chicago area is supplemented by a survey of mainstream social service providers, which was completed by representatives of 44 agencies. Thirty-two of these agencies reported serving Asian Americans with developmental disabilities. A survey of 37 ethnic community agencies and organizations serving Asian Americans was completed by 11 agencies. It was estimated that about 2,277 Asian Americans in the Chicago area might have mental retardation, but the number reported as being served was dramatically smaller, at about 117. Mainstream service agencies were more likely to serve more disabled and younger clients. Language-appropriate and culturally sensitive services are clearly needed for this population, and outreach and information dissemination activities are necessities if Asian Americans with developmental disabilities are to receive needed services. Seven appendixes contain surveys, forms, and letters. (Contains 5 tables and 20 references.) (SLD)

the etiology of violence from developmental and sociocultural perspectives; (2) the experience of violence among ethnic groups; (3) experience of violence among selected vulnerable populations of youth; (4) societal influences, such as guns, gangs, and the media, on youth violence; (5) prevention and intervention strategies; and (6) research and public policy recommendations. Interpersonal violence is one of the most prevalent and socially transmittable health risks Americans face, but it is by no means an inevitable, random, or unchangeable problem. References follow each chapter. (SLD)

ED 406 487 UD 031 648

Landrine, Hope, Ed.
Bringing Cultural Diversity to Feminist Psychology. Theory, Research, and Practice.
PUB DATE- 95
NOTE- 465p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; Asian Americans; Blacks; *Cultural Pluralism; *Ethnicity; Females; *Feminism; Health; Interdisciplinary Approach; Language Usage; *Psychology; *Research Methodology; Sex Differences; Sociocultural Patterns; *Theories
IDENTIFIERS- *Empirical Research; Latinas
This book focuses on the theoretical, empirical and practice-based implications of recognizing cultural diversity in the psychology of women. Contributors to this volume share the common objective of keeping feminist psychology robust and useful. Chapters in the first section, "Cultural Diversity in Theory and Methodology in Feminist Psychology," present a few of the many methodological and theoretical issues in feminist psychology, sharing the conclusion that a European American sociocultural context has shaped and informed the methodologies and concepts of feminist psychology. Chapters in the second section, "Cultural Diversity in Feminist Practice in Psychology," address issues of feminist therapy, the supervision and training of feminist-multicultural therapists, and policy regarding sexual harassment in higher education (chapter 9: "Academic Sexual Harassment," by Michele A. Paludi, and others). The third section, "The Psychology of Women in Four Ethnic Groups," explores the psychology of African, Asian, Latina, and Native American women. Taken together, these chapters highlight the need for interdisciplinary analyses in examining culture and gender. The final section, "Ethnicity and Selected Research Topics in Feminist Psychology," explores women's health, gender differences in language use, and pornography as subjects for research. References follow each chapter. (Contains 9 figures, 4 exhibits, and 20 tables.) (SLD)

ED 406 488 UD 031 649

Biskup, Michael D., Ed.; Cozic, Charles P., Ed.
Youth Violence. Current Controversies Series.
PUB DATE- 92
NOTE- 263p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Delinquency; Etiology; *Juvenile Gangs; Legislation;

DESCRIPTORS- *Bias; *Cultural Differences; *Disabilities; Equal Education; High Schools; High School Students; Individual Differences; *Racial Differences; Resource Materials; *Sex Differences; *Social Class
IDENTIFIERS- *Pittsburgh School District PA

This study/action guide was developed from a project on difference and prejudice that was implemented in a Pittsburgh (Pennsylvania) high school in 1994 and evaluated through surveys and in-depth interviews. The book provides a basic introduction to difference and prejudice organized about issues of class, race, gender, and disability in the context of contemporary U.S. society. Designed as a supplemental program for use in the high school humanities classroom twice a week for a semester or a school year, the book also has applications as a teacher resource. The exercises, discussion topics, and readings provide a framework for the educational process of promoting equality. Chapter 1, "Introduction: Exploring the Teachable Moment," discusses the resources teachers and students need to use the program. Chapter 2, "Beginning the Process," opens the discussion of classroom activities and presentation. Each of the next four chapters--"Class and Classism"; "Race, Racism, and Xenophobia"; "Gender, Sexism, and Heterosexism"; "Disability and Ableism"--concentrates on one major area of difference and prejudice. Chapter 7, "Continuing the Commitment," provides an opportunity for reflection and discussion and includes a closing ceremony for the project. A list of 159 resources, grouped roughly by topic, is included. (Contains 7 figures and 62 references.) (SLD)

ED 406 508   UD 031 674

Mitchell, James M.
The Imaginitis Learning System Conflict Resolution Unit in an Urban School District.
PUB DATE- Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Books; *Communication Skills; *Conflict Resolution; *Cooperative Learning; *Curriculum Development; Elementary Secondary Education; Portfolio Assessment; Portfolios (Background Materials); Program Evaluation; *Urban Schools; Violence
IDENTIFIERS- Authentic Assessment

The Imaginitis Learning System is an integrated product development curriculum that is aimed at achieving stronger cooperation and conflict resolution skills among students who use it at elementary through adult education levels. It is a performance-based instruction product in which students learn to apply communication skills and work competencies in a real-life context. It attempts to offer authentic assessment as students are instructed on how to publish a book that becomes a portfolio exhibit of their learning. The developer, Imaginitis Interactive, requested that the Cooperative Learning Center at the University of Minnesota act as an independent outside evaluator to assess the impact of the Imaginitis system on the development of skills needed for cooperative learning and on the development of workplace competencies such as conflict resolution. "Teaching Students To Be Peacemakers" by D. and R. Johnson was the project learning framework. This report

Abraham, Marie, Ed.

Inclusion Forum, 1993.
9p. 1mf. L1 ED 405 660

Achilles, C. M.

Exploring Problem-Based Learning (PBL) in Grades 6-12.
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Byram, Martin L.

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Ellerbrock, Lynette S.

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Ellis, Angele

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Eron, Leonard D., Ed.

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Espinoza, Connie

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Never Too Old for Stories (Tales of a High School Information Specialist).	3p.	L1	ED 405 604
Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties. Federal Register, Part VII: Department of Education, Office of Civil Rights. Notice.	20p.	L1	ED 405 645
Storytelling in the Classroom: Some Theoretical Thoughts.	4p.	L1	ED 405 589
Suicide Prevention, Intervention, & Postvention: A Comprehensive Approach.	6p.	L1	ED 405 633
Tips from Teachers: Ideas that Work.	5p.	L1	ED 405 516
The Water Troll--Story and Lesson. Classroom Corner.	4p.	L1	ED 405 599

(090) Legal/Legislative/Regulatory Materials

Campus Crime: Difficulties Meeting Federal Reporting Requirements. Report to Congressional Requesters.	27p.	L1	ED 405 785
Department of Labor. Challenges in Ensuring Workforce Development and Worker Protection. Testimony before the Subcommittee on Human Resources, Committee on Government Reform and Oversight, House of Representatives.	25p.	L1	ED 405 461
Employment Rights of Administrators in the California Community Colleges.	22p.	L1	ED 405 925
Hearing on the Contract with America: Nutrition, the Local Perspective. Hearing before the Committee on Economic and			

421p. L2 ED 406 181

Resources for Public Speaking: A Selected, Annotated Bibliography.
5p. L1 ED 405 607

Resources in Education (RIE). Volume 32, Number 8.
p. L2 ED 405 450

Selected Readings in Preservation, 1991. ALIC Bibliography No. 10.
13p. L1 ED 405 862

(132) Reference Materials - Directories/Catalogs

AAUAP 1996 Resource Guide to Organizations Concerned with Developmental & Related Disabilities.
312p. L2 ED 405 670

Academic and Special Libraries in Idaho. 1996/97 Directory.
39p. L1 ED 405 892

Academic Year Abroad 1997/98: The Most Complete Guide to Planning Academic Year Study Abroad.
716p. L1 ED 405 757

Access: A Directory of Contacts, Environmental Data Bases, and Scientific Infrastructure on 175 Biosphere Reserves in 32 Countries.
340p. L1 ED 406 133

The Arts in Education Handbook (or How You Can Design Creative Arts in Education Projects in 113 Steps or Less).
50p. L1 ED 406 260

A Celebration of Teaching! IMPACT II.
68p. L1 ED 406 475

Connecting the Links: The Career Development Networking Directory.
127p. L3 ED 406 025

Directory of NSF-Supported Young Scholars Projects. Summer 1997, Academic Year 1997-98.
45p. L1 ED 406 235

Energy Education Resources: Kindergarten through 12th Grade.
132p. L1 ED 406 194

The Independent Study Catalog. A Guide to Over 10,000 Correspondence Courses. Sixth Edition.
301p. L3 ED 405 788

Museum Studies Programs in Canada = Programmes de Formation Museologique au Canada.
62p. L1 ED 406 259

Pathways from Poverty Educational Network.
140p. L1 ED 406 079

Peterson's Contract Services for Higher Education. The Directory of Outsource Service Vendors for Colleges and Universities.
447p. L3 ED 405 787

Women and Training in Europe. Fifty Projects which Challenge Our Traditions. A Compendium of Good Practice.
75p. L1 ED 405 454

Working in Concert: Federal, Provincial and Territorial Actions in Support of Literacy in Canada.
112p. L1 ED 405 457

World Wide Web Homepage Design.
15p. L1 ED 405 840

World Wide Web Pages--Tools for Teaching and Learning.
32p. L1 ED 405 918

The WWW, Preservice Teachers and Their Mathematics Courses.
7p. L1 ED 405 819

Young Children and Their Families Who Are Homeless. A University Affiliated Program's Response.
59p. L1 ED 406 500

(142) Reports - Evaluative

Ability Grouping and Tracking: Current Issues and Concerns. Achieving National Education Goals.
39p. L2 ED 406 458

Alpha-Max: A Novel New Multiple Comparison Procedure.
37p. L1 ED 406 405

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33p. L1 ED 406 510

Balancing Interests: Rethinking U.S. Selection of Skilled Immigrants. International Migration Policy Program 4.
228p. L1 ED 406 482

Benchmarking and Performance Measurement.
8p. L1 ED 405 869

Boxed In and Bored. How Middle Schools Continue To Fail Young Adolescents--And What Good Middle Schools Do Right.
52p. L2 ED 406 506

Bringing Cultural Diversity to Feminist Psychology. Theory, Research, and Practice.
465p. L3 ED 406 487

Building Asynchronous & Synchronous Teaching-Learning Environments: Exploring a Course/Classroom Management System Solution.
24p. L1 ED 405 842

Calumet Region Schools. Heartland Center Reports.
37p. L1 ED 406 078

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The Effect of Cross-Age Peer Grouping on the Writing Achievement of Sixth and First Grade Students.
46p. L1 ED 405 593

Effect of Gender and GPA on Emotional Intelligence.
16p. L1 ED 406 410

The Effect of Interview Length on Attrition in the National Longitudinal Survey of Youth. National Longitudinal Surveys Discussion Paper.
49p. L1 ED 406 399

The Effect of Repeated Readings on the Fluency of High and Low Level Ability Readers in a First Grade Class.
38p. L1 ED 405 562

Effects of Anchored Instruction on Enhancing Chinese Students' Problem-Solving Skills.
8p. L1 ED 405 841

Effects of Constructivist and Computer-Facilitated Strategies on Achievement in Heterogeneous Secondary Biology.
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The Effects of Cooperative Learning in a Second-Semester University Computer Science Course.
15p. L1 ED 406 189

The Effects of Early Literacy on the Fourth Grade Reader.
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The Effects of Early Otitis Media with Effusion on Child Cognitive and Language Development at Ages Three and Five.
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The Effects of Family Conflict on Adolescents' Dating Behaviors and Attitudes toward Marriage: A Longitudinal Study.
28p. L1 ED 406 007

The Effects of Instructional Interaction Guided by a Typology of Ethnic Identity Development: Teachers' Perceptions of Theory and Their Conceptualizations of Related Practice: Phase Two. Reading Research Report No. 84.
46p. L1 ED 405 557

The Effects of Social and Cognitive Strategies Instruction on the Mathematics Achievement in Secondary Education.
32p. L1 ED 406 213

The Effects on Student Learning of Transforming Professional Development Schools To Focus on National Content Standards.
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An Empirical Test of the Construct Validity of the Child Behavior Checklist.
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VITAL & the KNFEA: Adult Literacy in Print-Rich and Print-Poor Environments.	49p.	L1	ED 405 453
Vulnerable Children, Vulnerable Families: The Social Construction of Child Abuse.	168p.	L3	ED 406 065
Washington Community and Technical Colleges Fall Enrollment & Staffing Report, 1996.	86p.	L1	ED 405 942
Watsonville Center Needs Analysis: Analysis of the High School Student Surveys, Analysis of the Watsonville Center Student Surveys, and Report of the Initial Longitudinal Student Cohort Tracking for the Needs Analysis of the Watsonville Center, Fall 1995.	65p.	L1	ED 405 937
What Constitutes a Scientific Explanation?	11p.	L1	ED 406 190
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Why Do Schools Respond Differentially to State School Reform Legislation?	25p.	L1	ED 405 638
With a New Lens: How Partnering Impacts Teachers' Views of and Approaches to Teaching Science.	8p.	L1	ED 406 222
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Young Children Who Experience Domestic Violence: An Important Issue for Early Childhood Teachers.	14p.	L1	ED 406 041
Youth and Family Centers: Evaluation of an Integrated School-Based Health Care Program.	30p.	L1	ED 406 439

(150) Speeches/Meeting Papers

Achieving, Behaving, Caring: The ABC's of Early Intervention.	10p.	L1	ED 405 723
Administrative Impediments to Reform and Curricular Change in Science/Mathematics for Preservice Teachers.	12p.	L1	ED 406 226

On the Value of Replicating Forgotten Research on the Teaching of Concepts during Graduate Student Teaching Practice.	28p.	L1	ED 406 332
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Outcome-Based Education: Is It Mastery Learning All Over Again, or Is It a Revolution to the Reform Movement?	22p.	L1	ED 405 637
The Panopticon of Tracking: Desegregation and Curriculum Change in a Southern School, 1968-1972.	24p.	L1	ED 406 459
The Paperless Writing Course: A Relevant Business Writing Course.	7p.	L1	ED 405 831
Parameter Passing: The Conceptions Novices Construct.	30p.	L1	ED 406 211
Parent Satisfaction and Alienation from Schools: Examining Ethnic Differences.	16p.	L1	ED 406 483
Parent-Child Relationships during Middle Childhood: Gender Differences in Interaction.	14p.	L1	ED 406 018
Parental Report, Home Observations, and Laboratory Assessment as Windows into Infant Temperament.	11p.	L1	ED 406 017
Parents of Gifted Children: Are We Aware of Their Needs?	4p.	L1	ED 405 678
Partners in Transition: Empowering Teachers To Provide Transition Services.	10p.	L1	ED 406 101
Partnership and Cooperation between the Teacher Education Institute and the Schools: A Precondition for Structured Learning from Practice in School-Based Programmes.	17p.	L1	ED 406 328
Perceptions of Adolescents' Influence in Family Decision Making.	17p.	L1	ED 406 050
Performance Ethnography: Creating a Mechanism for Engagement by the Academy.	35p.	L1	ED 405 618
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Using Performance-Based Assessment To Improve Teacher Education.	31p.	L1	ED 406 346
UTEP: Urban Teacher Education Program. Final Report to the Lilly Endowment On Program Evaluation.	174p.	L2	ED 406 331
Watsonville Center Needs Analysis: Analysis of the High School Student Surveys, Analysis of the Watsonville Center Student Surveys, and Report of the Initial Longitudinal Student Cohort Tracking for the Needs Analysis of the Watsonville Center, Fall 1995.	65p.	L1	ED 405 937
The Workload of the UMS Faculty. A Report to the Joint Chairs of the Senate Budget and Taxation Committee and the House Appropriations Committee.	64p.	L1	ED 405 764
The WWW, Preservice Teachers and Their Mathematics Courses.	7p.	L1	ED 405 819

(171) Multilingual/Bilingual Materials

Interaction, 1996-1997.	311p.	L1	ED 405 952

127p. L1 ED 405 662

Follow Through: Program and Policy Issues. Proceedings from the Conference on the Feasibility of Follow-Up Studies to the Follow Through Program (Washington, D.C., February 21, 1991).
136p. L1 ED 405 946

Meeting the Needs of Bosnian Refugees (Chicago, IL, February 27-March 2, 1995).
31p. L1 ED 406 496

Omicron Tau Theta Professional Studies and Research Seminar Proceedings (Denver, Colorado, November 30-December 5, 1995).
118p. L1 ED 405 455

Pathways from Poverty Educational Network.
140p. L1 ED 406 079

Pathways To Partnerships: Coalitions for Environmental Education. Selected Papers from the Annual Conference of the North American Association for Environmental Education (22nd, Big Sky, Montana, 1993).
536p. L2 ED 406 175

Planning for the Future: Research in Agricultural Education. Proceedings of the AAAE Central Region Research Conference and Seminar in Agricultural Education (51st, St. Louis, Missouri, February 27-March 1, 1997).
164p. L1 ED 405 500

Play: An Intergenerational Experience. Proceedings of IPA/USA, The American Affiliate of the International Association for the Child's Right To Play 1995 National Conference (Birmingham, Alabama, August 24-27, 1995).
96p. L3 ED 405 972

Priority: Africa Programme of Action Proposed by Director-General (1990-1995). Development of Higher Education in Africa--The Accra Seminar (25 - 29 November 1991).
56p. L1 ED 405 748

Priority: Africa Programme of Action Proposed by the Director-General (1990-1995). Development of Higher Education in Africa--The DAKAR Seminar on the Restructuration of the African Universities (19 - 24 November 1992).
73p. L1 ED 405 749

Proceedings of the Annual Nebraska Aviation Education Association Conference (1st, Omaha, Nebraska, January 1994). The UNO Aviation Monograph Series.
51p. L1 ED 406 219

Proceedings of the ASCUE Summer Conference (26th Annual, Myrtle Beach, South Carolina, June 20-24, 1993).
247p. L1 ED 405 861

Promoting Progress in Times of Change: Rural Communities Leading the Way. Conference Proceedings of the American Council on Rural Special Education (San Antonio, Texas, March 26-29, 1997).
434p. L1 ED 406 085

Revisiting the Lau Decision: 20 Years After. Proceedings of a National Commemorative Symposium (San Francisco, California, November 3-4, 1994).

164p. L3 ED 405 596

The Writing Road to Reading: The Spalding Method of Phonics for Teaching Speech, Writing, & Reading. Fourth Revised Edition.
290p. L3 ED 405 576

(053) Guides - Non-Classroom

1990 Trial State Assessment Secondary-use Data Files User Guide. Revised June 1992.
156p. L1 ED 406 454

Above and Beyond: Secondary Activities for Peace Corps Volunteers.
131p. L1 ED 406 268

Academic Year Abroad 1997/98: The Most Complete Guide to Planning Academic Year Study Abroad.
716p. L1 ED 405 757

Action Pack: Financial Resources for Training.
57p. L3 ED 406 023

Adaptive Driving Equipment: Selection and Major Considerations and Battery Powered Scotters and 3-Wheelers. Information Support Packets #1 and #2.
14p. L1 ED 405 685

Alternate and Augmentative Communication: An Overview and Manual Communication: Boards and Displays and Electronic Communication Devices: A Look at Features. Information Support Packets #4, #5, and #6.
25p. L1 ED 405 687

Annotated List of Periodicals for Canadian School and Public Libraries.
102p. L2 ED 405 894

The Art Recipe Book, Volume One: 60 Non-toxic Art Materials from Readily Available Materials.
52p. L2 ED 406 285

The Arts in Education Handbook (or How You Can Design Creative Arts in Education Projects in 113 Steps or Less).
50p. L1 ED 406 260

A Barrier-Free Home: Considerations and Recommendations for Design. Information Support Packet #3.
13p. L1 ED 405 686

Begin the Between: Planning for the Transition from High School to Adult Life for Youth with Developmental Disabilities. Second Edition.
95p. L1 ED 405 724

The Big Book of Folder Games for the Innovative Classroom.
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The Busy Citizen's Discussion Guide: Youth Issues, Youth Voices.
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Caring for Infants and Toddlers with Special Needs. Bright Ideas.
32p. L3 ED 405 971

Educational Opportunities. House of Representatives, One Hundred Fourth Congress, First Session.
176p. L1 ED 406 056

Hearing on the Effectiveness of Education for Deaf Students at the Local and State Level. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session (Morganton, North Carolina).
64p. L1 ED 405 654

Hearings on "Parents, Schools and Values." Hearings before the Subcommittee on Oversight and Investigations of the Committee on Economic and Educational Opportunities. House of Representatives, One Hundred Fourth Congress, First Session.
151p. L1 ED 406 057

Hearings on Reform of the U.S. Workforce Preparation System. Hearings before the Subcommittee on Postsecondary Education, Training, and Life-Long Learning of the Committee on Economic and Educational Opportunities, House of Representatives, One Hundred Fourth Congress, First Session (February 6-7, 1995).
227p. L1 ED 405 477

Idaho Library Laws, 1996-1997. Full Edition.
230p. L1 ED 405 901

Joint Hearing on Privatizing Government Sponsored Entities (GSEs). Joint Hearing before the Subcommittee on Postsecondary Education, Training and Life-Long Learning of the Committee on Economic and Educational Opportunities and the Subcommittee on National Economic Growth, Natural Resources, and Regulatory Affairs of the Committee on Government Reform and Oversight. House of Representatives, One Hundred Fourth Congress, First Session.
95p. L1 ED 405 793

Juvenile Justice and Delinquency Prevention Act of 1996. Senate, 104th Congress, 2d session. Report Together with Additional Views To Accompany S. 1952.
112p. L1 ED 405 522

Oregon Administrative Rules: Adopted by the State Board of Education. 1996 Edition.
311p. L1 ED 405 651

Performance Funding: A Report of the Commission on Higher Education to the General Assembly. Special Report No. 4.
35p. L1 ED 405 786

Protecting the Privacy of Student Education Records. Revised.
5p. L1 ED 405 643

Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties. Federal Register, Part VII: Department of Education, Office of Civil Rights. Notice.
20p. L1 ED 405 645

(100) AudioVisual Non-Print Materials

America's "Spelling and Reading with Riggs": "Orton" Phonograms, with Spelling Rules for Teachers & Students. Audiotape.
p. L3 ED 405 582

Repertorio de Servicios Iberoamericanos de Documentacion e Informacion Educativas = Repertorio de Servicos Ibero-Americanos de Documentacao e Informacao Educativas (Directory of Ibero-American Services for Educational Documentation and Information).
839p. L1 ED 405 797

Roster of Oklahoma Public and Institutional Libraries. July 1, 1994 - June 30, 1995.
59p. L1 ED 405 886

South Carolina State Library Annual Report, 1995-1996.
73p. L1 ED 405 890

Successful Texas Schoolwide Programs: Research Study Results, School Profiles, Voices of Practitioners and Parents and Self-Study and Planning Guide and Suggestions for Technical Assistance Providers.
228p. L1 ED 406 084

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482p. L1 ED 405 756

(134) Reference Materials - Vocabularies/Classifications

America's "Spelling and Reading with Riggs": A Basic Spelling & Usage Dictionary.
485p. L3 ED 405 579

(140) Reports - General

Equipped for the Future. A Reform Agenda for Adult Literacy and Lifelong Learning.
48p. L1 ED 405 464

Financing of Public Community Colleges Revisited: A Look at State Financing as It Relates to Enrollment and Tuition Rates of Public Community Colleges.
22p. L1 ED 405 904

Learning How To Compete. Workforce Skills and State Economic Development Policies. Investing in People Project. Issue Paper No. 5.
34p. L2 ED 405 466

Overview: Educational Rights of Children with Disabilities under the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.
22p. L1 ED 405 701

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(141) Reports - Descriptive

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Child Welfare in the Context of Welfare "Reform." Confronting the New Politics of Child and Family Policy in the United States. Report V.	84p.	L3	ED 406 480
Co-laboring: The Birth of a PDS Partnership. Evaluation Report of the Pattonville School District and Webster University Professional Development Schools Partnership.	19p.	L1	ED 406 379
Conceptual Change in Science through Collaborative Learning at the Computer.	19p.	L1	ED 406 151
Confronting Crisis. A Comparative Study of Household Responses to Poverty and Vulnerability in Four Poor Urban Communities. Environmentally Sustainable Development Studies and Monographs Series No. 8.	112p.	L2	ED 406 485
Connecticut Academy for Education in Mathematics, Science, and Technology. Project CONNSTRUCT 1991 to 1996. Summative Evaluation.	37p.	L1	ED 406 402
Constraints on Inferring Word Meaning from Context.	13p.	L1	ED 405 738
Database Quality: Label or Liable.	6p.	L1	ED 405 880
DATAWave, Volume 4, 9/11/96 - 12/4/96.	30p.	L2	ED 406 416
Deriving a Quality Assurance Toolkit from the Outcomes of Information Use.	6p.	L1	ED 405 879
Designing and Evaluating School Learning Environments for Effective Mainstreaming of Special Education Students: Synthesis, Validation, and Dissemination of Research Methods. Final Report (September 1, 1987-December 31, 1989).	306p.	L1	ED 405 690
The Development of a Test of Teacher Knowledge about Biodiversity.	30p.	L2	ED 406 147
Distance Learners Talk Back: Rural Special Educators Evaluate Their Teacher Preparation Program.	7p.	L1	ED 406 107
Diversity among State Welfare Programs: Implications for Reform. New Federalism: Issues and Options for States, Series A, No. A-1.	9p.	L2	ED 406 468
Does the Teaching of Active Learning Strategies Improve the Reading Comprehension of Learning Disabled Students?	37p.	L1	ED 405 552

Ethnic Diversity and the Potential for Child Abuse.
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The Fact Book: Report for the Florida Community College System.
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Faculty Stress: The Influences of Institutional Characteristics. ASHE Annual Meeting Paper.
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"The Road to Community Partnerships." Highlights of the Urban Maternal & Child Health Leadership Conference (Chicago, Illinois, September 14-16, 1995).	172p.	L1	ED 406 474
Violence: The Impact of Community Violence on African American Children and Families: Collaborative Approaches to Prevention and Intervention. Workshop Summary (New York, New York, June 13-15, 1991).	100p.	L1	ED 406 457

(022) Collected Works - Serials

Canada's Kids: Thriving? Or Just Surviving? = Les enfants du Canada: Se developpent-ils bien ou vivotent-ils simplement?	33p.	L2	ED 405 999
Child Care Bulletin, 1996.	73p.	L1	ED 405 974
Classroom Strategies: The Methodology of Business Education. National Business Education Yearbook, No. 34.	212p.	L2	ED 405 492
Community Update: Goals 2000. 1996-97.	73p.	L1	ED 405 845
CompuKids, 1996.	49p.	L2	ED 405 953
The Connector, 1995.	18p.	L1	ED 405 742
Continuing Training in the Companies: France's Position in Europe.	5p.	L1	ED 405 498
Developing a Teaching Center on Campus.	6p.	L2	ED 405 775
Family Involvement.	13p.	L1	ED 405 714
Family Violence & Sexual Assault Bulletin, 1995.	136p.	L1	ED 405 707
First Teacher, Volume 16, 1995.	241p.	L2	ED 405 947
First Teacher, Volume 17, 1996.	239p.	L2	ED 405 976
Forging Home-School Partnerships with Latino Families.	6p.	L1	ED 406 466
Holocaust Education Program Newsletter, 1994-1995.	26p.	L1	ED 406 278
Inclusion Forum, 1993.	9p.	L1	ED 405 660
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CE - Adult, Career, and Vocational Education

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SE - Science, Mathematics, ans Environmental Education (continue)

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SP - Teaching and Teaching Education

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EA - Educational Management

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TM026835	ED406456

UD - Urban Education

UD029107	ED406457
UD029542	ED406458
UD029769	ED406459
UD029859	ED406460//
UD029922	ED406461
UD031037	ED406462//
UD031377	ED406463
UD031619	ED406464
UD031620	ED406465
UD031621	ED406466
UD031622	ED406467
UD031623	ED406468
UD031624	ED406469
UD031625	ED406470
UD031626	ED406471
UD031627	ED406472
UD031629	ED406473
UD031630	ED406474
UD031631	ED406475
UD031632	ED406476

EC305389	ED405688
EC305390	ED405689
EC305400	ED405690
EC305401	ED405691
EC305402	ED405692
EC305403	ED405693
EC305404	ED405694
EC305405	ED405695
EC305406	ED405696
EC305409	ED405697
EC305410	ED405698
EC305411	ED405699
EC305420	ED405700
EC305421	ED405701
EC305422	ED405702
EC305423	ED405703
EC305424	ED405704
EC305425	ED405705
EC305426	ED405706
EC305427	ED405707
EC305428	ED405708//
EC305429	ED405709
EC305430	ED405710
EC305431	ED405711//
EC305432	ED405712
EC305433	ED405713
EC305434	ED405714
EC305436	ED405715
EC305437	ED405716
EC305441	ED405717
EC305442	ED405718
EC305443	ED405719
EC305444	ED405720
EC305445	ED405721
EC305446	ED405722
EC305447	ED405723
EC305448	ED405724
EC305449	ED405725

FL - Language and Linguistics

FL024152	ED405726
FL024197	ED405727
FL024203	ED405728
FL024207	ED405729
FL024397	ED405730
FL024405	ED405731
FL024412	ED405732
FL024468	ED405733//
FL024469	ED405734//
FL024473	ED405735//
FL024475	ED405736//
FL024476	ED405737
FL024477	ED405738
FL024478	ED405739
FL024479	ED405740//
FL024480	ED405741
FL801121	ED405742
FL801127	ED405743
FL801128	ED405744
FL801131	ED405745

HE - Higher Education

UD031633	ED406477//
UD031634	ED406478//
UD031635	ED406479//
UD031636	ED406480//
UD031637	ED406481//
UD031638	ED406482
UD031642	ED406483
UD031645	ED406484
UD031646	ED406485
UD031647	ED406486//
UD031648	ED406487//
UD031649	ED406488//
UD031650	ED406489
UD031651	ED406490
UD031652	ED406491
UD031653	ED406492
UD031654	ED406493
UD031657	ED406494
UD031658	ED406495
UD031659	ED406496
UD031660	ED406497
UD031662	ED406498//
UD031663	ED406499//
UD031665	ED406500
UD031667	ED406501
UD031668	ED406502
UD031669	ED406503
UD031670	ED406504
UD031671	ED406505
UD031672	ED406506
UD031673	ED406507
UD031674	ED406508
UD031675	ED406509
UD031676	ED406510
UD031677	ED406511
UD031678	ED406512
UD031679	ED406513//
UD031680	ED406514//

HE027143	ED405746
HE027181	ED405747
HE027182	ED405748
HE027183	ED405749
HE027184	ED405750
HE027272	ED405751
HE029773	ED405752
HE029774	ED405753
HE029987	ED405754
HE029988	ED405755
HE029991	ED405756
HE029992	ED405757
HE029996	ED405758
HE029997	ED405759
HE029998	ED405760
HE029999	ED405761//
HE030000	ED405762
HE030001	ED405763
HE030002	ED405764
HE030003	ED405765
HE030004	ED405766
HE030005	ED405767
HE030006	ED405768
HE030007	ED405769
HE030008	ED405770
HE030009	ED405771
HE030022	ED405772
HE030023	ED405773
HE030024	ED405774
HE030026	ED405775
HE030027	ED405776
HE030028	ED405777
HE030029	ED405778
HE030030	ED405779
HE030051	ED405780
HE030052	ED405781
HE030053	ED405782
HE030054	ED405783
HE030055	ED405784
HE030056	ED405785
HE030057	ED405786
HE030058	ED405787//
HE030059	ED405788//
HE030060	ED405789
HE030061	ED405790
HE030062	ED405791//
HE030063	ED405792
HE030064	ED405793

IR - Information and Technology

IR015257	ED405794
IR015434	ED405795
IR015435	ED405796
IR016513	ED405797
IR017829	ED405798
IR017830	ED405799
IR017831	ED405800
IR017832	ED405801
IR017833	ED405802
IR017834	ED405803
IR017835	ED405804
IR017836	ED405805
IR018204	ED405806

IR018247	ED405807
IR018248	ED405808
IR018249	ED405809
IR018250	ED405810
IR018251	ED405811
IR018252	ED405812
IR018253	ED405813
IR018254	ED405814
IR018255	ED405815
IR018256	ED405816
IR018257	ED405817
IR018258	ED405818
IR018259	ED405819
IR018260	ED405820
IR018261	ED405821
IR018262	ED405822
IR018263	ED405823
IR018264	ED405824
IR018265	ED405825
IR018266	ED405826
IR018267	ED405827
IR018268	ED405828
IR018269	ED405829
IR018270	ED405830
IR018271	ED405831
IR018272	ED405832
IR018273	ED405833
IR018274	ED405834
IR018275	ED405835
IR018276	ED405836
IR018277	ED405837
IR018278	ED405838
IR018279	ED405839
IR018280	ED405840
IR018286	ED405841
IR018289	ED405842
IR018290	ED405843
IR018291	ED405844
IR018292	ED405845
IR018295	ED405846
IR018296	ED405847
IR018297	ED405848
IR018298	ED405849//
IR018299	ED405850
IR018300	ED405851
IR018301	ED405852
IR018302	ED405853//
IR018303	ED405854
IR018304	ED405855
IR018305	ED405856
IR018306	ED405857
IR018308	ED405858//
IR018309	ED405859
IR018310	ED405860
IR054771	ED405861
IR054952	ED405862
IR056257	ED405863
IR056293	ED405864
IR056294	ED405865
IR056295	ED405866
IR056296	ED405867
IR056297	ED405868
IR056298	ED405869
IR056299	ED405870

IR056300	ED405871
IR056301	ED405872
IR056302	ED405873
IR056303	ED405874
IR056304	ED405875
IR056305	ED405876
IR056306	ED405877
IR056307	ED405878
IR056308	ED405879
IR056309	ED405880
IR056310	ED405881
IR056311	ED405882
IR056312	ED405883
IR056313	ED405884
IR056320	ED405885
IR056321	ED405886
IR056333	ED405887//
IR056334	ED405888//
IR056335	ED405889//
IR056336	ED405890
IR056337	ED405891
IR056338	ED405892
IR056340	ED405893//
IR056341	ED405894
IR056342	ED405895
IR056343	ED405896
IR056345	ED405897//
IR056346	ED405898
IR056347	ED405899
IR056348	ED405900
IR056349	ED405901
IR056350	ED405902
IR056351	ED405903

JC - Community Colleges

JC920140	ED405904
JC920205	ED405905
JC940257	ED405906
JC970168	ED405907
JC970175	ED405908
JC970177	ED405909
JC970180	ED405910
JC970182	ED405911
JC970183	ED405912
JC970215	ED405913
JC970221	ED405914
JC970227	ED405915
JC970231	ED405916
JC970232	ED405917
JC970233	ED405918
JC970234	ED405919
JC970235	ED405920
JC970238	ED405921
JC970239	ED405922
JC970240	ED405923
JC970241	ED405924
JC970242	ED405925
JC970244	ED405926
JC970245	ED405927
JC970246	ED405928
JC970247	ED405929
JC970248	ED405930
JC970249	ED405931

JC970251	ED405932
JC970252	ED405933
JC970256	ED405934
JC970257	ED405935//
JC970258	ED405936
JC970259	ED405937
JC970261	ED405938
JC970262	ED405939
JC970263	ED405940
JC970264	ED405941
JC970265	ED405942
JC970267	ED405943

PS - Elementary and Early Childhood Education

PS019741	ED405944
PS020689	ED405945
PS021192	ED405946
PS024207	ED405947
PS024867	ED405948
PS024904	ED405949
PS025002	ED405950//
PS025003	ED405951
PS025007	ED405952
PS025010	ED405953
PS025020	ED405954
PS025022	ED405955
PS025025	ED405956//
PS025029	ED405957
PS025065	ED405958
PS025081	ED405959//
PS025085	ED405960
PS025086	ED405961//
PS025092	ED405962
PS025097	ED405963
PS025108	ED405964
PS025109	ED405965
PS025110	ED405966
PS025117	ED405967
PS025119	ED405968
PS025121	ED405969//
PS025123	ED405970//
PS025125	ED405971//
PS025126	ED405972//
PS025127	ED405973//
PS025136	ED405974
PS025156	ED405975
PS025157	ED405976
PS025160	ED405977
PS025162	ED405978
PS025165	ED405979//
PS025167	ED405980
PS025169	ED405981
PS025170	ED405982
PS025171	ED405983
PS025175	ED405984//
PS025176	ED405985//
PS025177	ED405986//
PS025178	ED405987//
PS025179	ED405988//
PS025189	ED405989//
PS025191	ED405990//
PS025193	ED405991
PS025194	ED405992//

PS025195	ED405993
PS025199	ED405994//
PS025200	ED405995
PS025201	ED405996
PS025202	ED405997
PS025206	ED405998
PS025207	ED405999
PS025208	ED406000
PS025209	ED406001
PS025211	ED406002
PS025213	ED406003
PS025219	ED406004
PS025220	ED406005
PS025221	ED406006
PS025222	ED406007
PS025223	ED406008
PS025224	ED406009
PS025225	ED406010
PS025228	ED406011
PS025229	ED406012
PS025231	ED406013
PS025232	ED406014
PS025233	ED406015
PS025237	ED406016
PS025238	ED406017
PS025239	ED406018
PS025240	ED406019
PS025241	ED406020
PS025242	ED406021
PS025243	ED406022
PS025244	ED406023//
PS025245	ED406024//
PS025246	ED406025//
PS025247	ED406026
PS025248	ED406027
PS025252	ED406028//
PS025253	ED406029
PS025254	ED406030
PS025255	ED406031
PS025256	ED406032
PS025257	ED406033
PS025258	ED406034
PS025259	ED406035
PS025260	ED406036
PS025261	ED406037
PS025262	ED406038
PS025263	ED406039
PS025264	ED406040
PS025265	ED406041
PS025266	ED406042
PS025267	ED406043
PS025268	ED406044
PS025270	ED406045
PS025280	ED406046
PS025286	ED406047
PS025287	ED406048
PS025290	ED406049
PS025293	ED406050
PS025295	ED406051
PS025296	ED406052
PS025298	ED406053
PS025300	ED406054
PS025302	ED406055//
PS025304	ED406056

PS025305	ED406057
PS025306	ED406058
PS025312	ED406059//
PS025314	ED406060
PS025321	ED406061
PS025323	ED406062
PS025350	ED406063
PS025353	ED406064
PS025354	ED406065//
PS025385	ED406066
PS025386	ED406067

RC - Rural Education and Small Schools

RC019180	ED406068
RC019506	ED406069
RC019513	ED406070
RC019723	ED406071
RC020776	ED406072
RC020857	ED406073
RC020882	ED406074
RC020930	ED406075
RC020950	ED406076
RC020952	ED406077
RC020961	ED406078
RC020963	ED406079
RC020964	ED406080
RC020965	ED406081
RC020975	ED406082
RC020981	ED406083
RC020983	ED406084
RC020986	ED406085
RC020987	ED406086
RC020988	ED406087
RC020989	ED406088
RC020990	ED406089
RC020991	ED406090
RC020992	ED406091
RC020993	ED406092
RC020994	ED406093
RC020995	ED406094
RC020996	ED406095
RC020997	ED406096
RC020998	ED406097
RC020999	ED406098
RC021000	ED406099
RC021001	ED406100
RC021002	ED406101
RC021003	ED406102
RC021004	ED406103
RC021005	ED406104
RC021006	ED406105
RC021007	ED406106
RC021008	ED406107
RC021009	ED406108
RC021010	ED406109
RC021011	ED406110
RC021012	ED406111
RC021013	ED406112
RC021014	ED406113
RC021015	ED406114
RC021016	ED406115
RC021017	ED406116
RC021018	ED406117

RC021019	ED406118
RC021020	ED406119
RC021021	ED406120
RC021022	ED406121
RC021023	ED406122
RC021024	ED406123
RC021025	ED406124
RC021026	ED406125

SE - Science, Mathematics, ans Environmental Education

SE052746	ED406126
SE052747	ED406127
SE052823	ED406128
SE052889	ED406129
SE053481	ED406130
SE053509	ED406131
SE054659	ED406132
SE055027	ED406133
SE055103	ED406134
SE055104	ED406135
SE055221	ED406136
SE055264	ED406137
SE055974	ED406138
SE057480	ED406139
SE059253	ED406140
SE059437	ED406141
SE059438	ED406142
SE059439	ED406143
SE059770	ED406144
SE059777	ED406145
SE059796	ED406146
SE059797	ED406147
SE059800	ED406148
SE059807	ED406149
SE059810	ED406150
SE059811	ED406151
SE059813	ED406152
SE059814	ED406153
SE059815	ED406154
SE059816	ED406155
SE059817	ED406156
SE059818	ED406157
SE059819	ED406158
SE059820	ED406159
SE059821	ED406160
SE059822	ED406161
SE059823	ED406162
SE059825	ED406163
SE059826	ED406164
SE059827	ED406165
SE059828	ED406166
SE059829	ED406167
SE059831	ED406168
SE059832	ED406169
SE059833	ED406170
SE059835	ED406171
SE059836	ED406172
SE059837	ED406173
SE059838	ED406174
SE059839	ED406175
SE059841	ED406176
SE059847	ED406177
SE059848	ED406178

SE059850	ED406179
SE059851	ED406180
SE059852	ED406181
SE059854	ED406182
SE059860	ED406183
SE059864	ED406184
SE059875	ED406185
SE059876	ED406186
SE059877	ED406187
SE059878	ED406188//
SE059881	ED406189
SE059882	ED406190
SE059884	ED406191
SE059887	ED406192
SE059888	ED406193
SE059896	ED406194
SE059897	ED406195
SE059898	ED406196
SE059900	ED406197//
SE059901	ED406198
SE059910	ED406199//
SE059915	ED406200
SE059916	ED406201
SE059917	ED406202
SE059918	ED406203
SE059919	ED406204
SE059920	ED406205
SE059922	ED406206
SE059932	ED406207
SE059937	ED406208
SE059941	ED406209
SE059942	ED406210
SE059943	ED406211
SE059948	ED406212
SE059950	ED406213
SE059951	ED406214
SE059952	ED406215
SE059954	ED406216
SE059956	ED406217
SE059957	ED406218
SE059960	ED406219
SE059961	ED406220
SE059962	ED406221
SE059965	ED406222
SE059966	ED406223
SE059972	ED406224
SE059974	ED406225
SE059977	ED406226
SE059989	ED406227
SE059993	ED406228
SE059994	ED406229
SE059999	ED406230
SE060000	ED406231
SE060015	ED406232
SE060017	ED406233
SE060059	ED406234